


FIFTY YEARS AT WILLIAMS

---

THE STORY OF  
PAUL ANSEL CHADBOURNE



JUNIATA COLLEGE  
LIBRARY



Gift of

Edward "Ted" Lewis

To G. M. L.  
for the Library of H. F. Allen  
&  
Don. Shuley - L. Davis

---







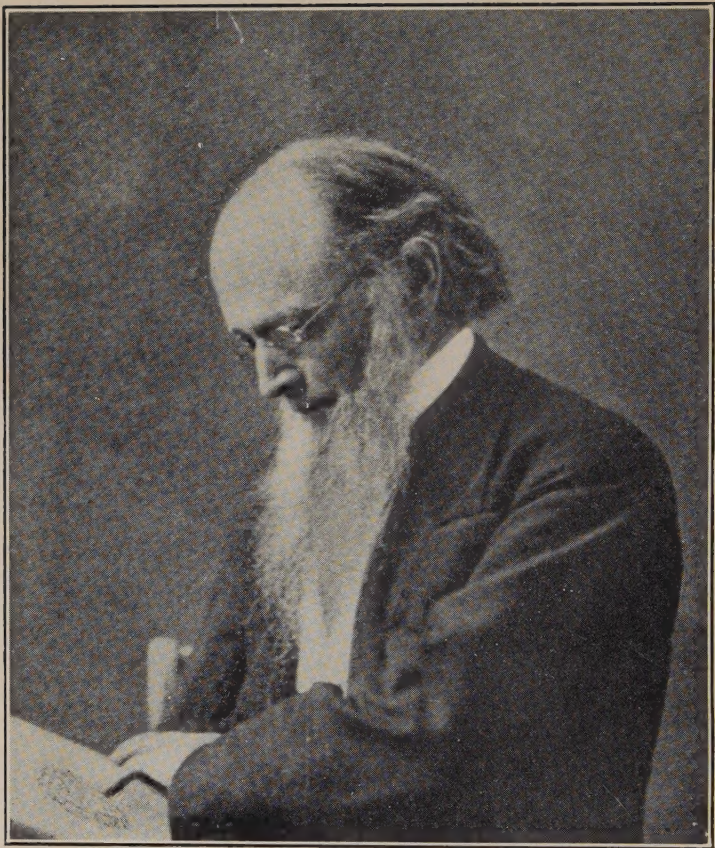


**FIFTY YEARS AT WILLIAMS**









PAUL ANSEL CHADBOURNE, LL.D.  
Fifth President of Williams College

---

“When Dr. Chadbourne died, it seemed to me that one of the best influences of the commonwealth had gone from it. His life was an inspiration and the record of it should be written.”

*John D. Long*

# Fifty Years at Williams

Under the Administrations of Presidents  
Chadbourn, Carter, Hewitt,  
Hopkins, and Garfield



BY  
E. HERBERT BOTSFORD

1928

Copyrighted 1928  
by  
E. HERBERT BOTSFORD

---

Press of  
The Eagle Printing & Binding Co.  
Pittsfield, Massachusetts



328.744  
A65  
V.1

LD  
6073

## FOREWORD

To realize and visualize the changes which have taken place at Williams College during the last half century, one must reverse the reel of the moving picture film to note the commercial and economic condition of the country fifty years ago. The writer of the following narrative is qualified for such an act, as he was born in 1860 at Port Byron, N. Y., one of the trading ports on DeWitt Clinton's "big ditch," through which the golden grain of the western farms was slowly towed from the Great Lakes to the Hudson River and thence floated down stream to the port of New York for trans-shipment to Europe and the East. It is worthy of note that the editor's father, some sixteen years earlier, had made his way along this same Erie Canal, conveyed upon one of these grain boats, to Schenectady, to sit at the feet of Eliphalet Nott, the great educator and president of Union College.

Again, at Port Jervis, N. Y., the first important trading basin eastward, the writer watched the coal-laden boats of the Delaware and Hudson Canal wend their way slowly from their starting point in the Pennsylvania coal region, to Rondout and Kingston on the river, following the grain boats of the Erie Canal to the metropolis. Today the Empire State knows not what to do with her tremendously expensive barge canal which has replaced DeWitt Clinton's ditch, and the Delaware and Hudson Canal is an empty waterway. The transportation methods of fifty years ago have become obsolete.

So in the field of education have great changes taken place. The methods and the standards of the 70's and the 80's have been largely discarded. Whether we hold that education is the product of civilization or that civilization is the product of education, momentous changes in either are followed by

immediate reactions in the other. The great question in men's minds today is whether the life of the present day is really producing men of the same relative power and worth as the simpler and more elemental struggle of the century that has passed. There are great gains, offset by deplorable losses, but just how does the delicately adjusted balance swing? Are we better off than our forefathers? The answer to this question is being sought in our colleges and universities. *Fifty Years at Williams* may throw a little light upon the question as reflected by four administrations of a New York-New England college of first rank.

## FIFTY YEARS AT WILLIAMS

---

- BOOK I    THE STORY OF PAUL ANSEL CHADBOURNE  
                    This Volume
- BOOK II    FRANKLIN CARTER—ADMINISTRATOR, BUILDER  
                    In Preparation
- BOOK III    JOHN HASKELL HEWITT AND HENRY HOPKINS  
                    In Preparation
- BOOK IV    THE GARFIELD ADMINISTRATION—PRE-WAR  
                    AND POST-WAR





# BOOK I

---

## THE STORY OF PAUL ANSEL CHADBOURNE

BY

E. HERBERT BOTSFORD, OF THE CLASS OF 1882

Editor of the *Williams Alumni Review*

and

Alumni Secretary of Williams College

---

This book is dedicated to Elizabeth M. Chadbourne, at whose suggestion the task was undertaken and through whose hearty coopération the work has been made possible.



THE CHADBOURNE HOMESITE

North Berwick, Maine

1749



## FOREWORD TO BOOK I

Professor Leverett Wilson Spring, in *A History of Williams College*, devotes just seventeen pages to the administration of President Chadbourne, which he designates as "A Period of Transition." Professor Spring's account is accurate and sympathetic but fails in a thorough appreciation of the tremendous undertaking which Dr. Chadbourne assumed when he became the fifth president of Williams College; of the almost insurmountable handicap of very precarious health which checked his seemingly superhuman efforts; of the fact that Paul Ansel Chadbourne gave his life for Williams in the accomplishment of a disheartening task which made possible the brilliant administration of Franklin Carter.

*Williamstown and Williams College*, with 850 crowded pages, gives relatively less space to the decade 1872-1882, although Professor Perry understood clearly the difficult problem which the new president faced and in his own peculiar way gave Dr. Chadbourne credit for a solution, if not the best solution, of that problem.

The editor of the following pages does not pretend to improve upon either account but rather to present Paul Ansel Chadbourne as he impressed faculty and student, to reproduce the setting of his presidency, to introduce "human interest items," and to reveal the soul of the man Chadbourne who died, perhaps of a broken heart, within nineteen months of the time when he preached his final baccalaureate sermon, without even rounding out three score years of life.

The editor wishes to acknowledge his indebtedness to Miss Elizabeth M. Chadbourne for furnishing invaluable material and an incentive for the work, to Professor Edward H. Griffin, to Herbert H. Fletcher, to Hewson L. Peeke, and others for their prompt response to requests for impressions of the Chadbourne administration.

*E. Herbert Botsford*









FACULTY GROUP INCLUDING PRESIDENT HOPKINS  
AND PROFESSOR CHADBOURNE

## CHAPTER I

### PAUL ANSEL CHADBOURNE—BOY AND MAN

Born October 21, 1823—Died February 23, 1883

The life of a college, like the life of a nation, has its times of depression and danger, which are almost forgotten in the periods of prosperity and progress. We compare in detail the happenings before and after a great war, referring everything to that event, but in the history of an educational institution we are apt to overlook the self-sacrificing services of the men who piloted the ship through the rough and stormy waters.

There were two such periods of storm and stress in the history of Williams College. The first great struggle was against the removal of the college to a more accessible point and is given in detail by both Dr. Durfee and Professor Spring in their narratives. A vivid picture is easily visualized of the struggling institution with meager equipment and small faculty; and in the light of subsequent events, one is inclined to blame Zephaniah Swift Moore, president of the college from 1815 to 1821, for his lack of faith and his insistent purpose to remove the college eastward. But when the exodus had taken place, one is filled with admiration for the wonderful courage and steadfast faith of Edward Dorr Griffin, third president, who in a dignified and stately manner skillfully guided the remnant of the institution through the crisis, building up a notable faculty for that time, including such names as Ebenezer Emmons, Edward Lasell, Albert Hopkins, Mark Hopkins, and bringing about the construction of a new building upon the campus, that in simple and dignified lines typifies the simplicity and the durability of colonial architecture. This building was dedicated as a chapel in September, 1828, and today, slightly removed from its original site, is known as Griffin Hall, "A monument to the faith and skill of President Edward Dorr Griffin."

The second period of depression followed the long and illustrious administration of Mark Hopkins, which closed in 1872. The self-sacrificing service of Paul Ansel Chadbourne, fifth president, has never been fully understood, nor ade-

quately described. Under handicaps which would have discouraged an ordinary man, Dr. Chadbourne accomplished what was well nigh impossible for himself and for the college. Like a mountain climber who had been warned that a weak heart would not endure the strain of toil and danger in the rarefied atmosphere, as he sought the summit, the goal of his desire, Dr. Chadbourne sacrificed himself for the on-going of Williams College. He never faltered and he attained the goal. No stately building bears his name, no endowed professorship recalls his teaching, and a single line in the list of presidents in the catalogue is the only recognition accorded his invaluable service.

Paul Ansel Chadbourne was of New England parentage, born in North Berwick, Maine, in 1823. He had just entered his "teens," to use an old-fashioned and homely expression, when he was forced to earn his own living, working for a farmer and attending school in the winter. At sixteen he became a druggist's clerk in a New Hampshire town and devoted himself to the study of medicine. At nineteen he entered Exeter, where he applied himself to his studies and laid the foundation for his academic training.

An interesting account book, kept by the student Chadbourne, with the initial entry September 2, 1842, shows how he spent a total of nine dollars and sixty-nine cents for the period ending December 5, the first term at the academy. Bread at two cents a loaf, with a quart of milk at the same price, formed the staple portion of his diet, plus an occasional pie at six cents. Potatoes and eggs rarely appear, while meat is apparently entirely eliminated. Rice and butter appear in the account for the winter term. Molasses, used as a spread for the bread, is purchased a half gallon at a time at a cost of twelve and a half cents.

The scarcity of ready money is shown by an entire page devoted to an exchange of credits: "Borrowed of White, fifty cents"; "Lent Copp one dollar"; and the final entry—"All accounts balanced."

The industry of the young student, necessary to earn the cash to "balance all accounts," is evidenced by several closely written pages giving items of money earned by recording



deeds, mortgages, and discharges for one John Woodbury, Esquire, who paid the amazing price of one cent each for the copying of these documents, a painstaking and laborious task. To the credit of Lawyer Woodbury, it must be acknowledged that later he paid five, and even ten cents, for certain long and intricate documents. Chadbourne managed somehow or other to earn seven dollars and eighty cents by this arduous process in two months. His generosity is likewise shown by a subscription of one dollar "to Lowell" and thirty-seven and a half cents toward "a chessboard for G. N.," relatively large sums when one counts the time necessary to earn the money.

But the young man's financial state grows steadily better and he even indulges in breaking a window that costs him sixty-three cents to replace. Fur on his cap costs a third of a dollar and on his collar a trifle more. *Paley's Theology* becomes a treasure at a dollar and a quarter, while a very unusual tea party costs him seventy-five cents.

As a result of this period of study at Exeter, he entered Williams College in the sophomore class and was graduated three years later as valedictorian of the class of 1848.

Two outstanding conclusions are easily deduced from these brief facts. Phillips Exeter Academy was at that time giving the same splendid training that has always characterized the school and young Chadbourne possessed an unusually keen and receptive mind, and an indomitable spirit, although we must remember that he entered college at an age when many men were being graduated and attained his twenty-fifth birthday a few weeks after graduation from Williams.

No better account of the next few years in his life can be found than that given in Professor Spring's *History of Williams College*, from which we quote the following paragraphs:

"A few weeks later he began to teach at Freehold, New Jersey, where his success was instant and unmistakable. 'I can hardly go out of doors on pleasant evenings now,' he wrote Albert Hopkins, 'without being followed by boys to ask some question in regard to the stars.' The enthusiasm of these boys, and a growing passion for science, led him to reconsider the question of his proper vocation. Heretofore he had

taken it for granted that the pulpit was the proper place for him. But now a time of doubt set in and he was greatly perplexed. 'I found it impossible . . . to decide myself and I wrote . . . President (Hopkins) and he advised me unqualifiedly to enter the Seminary . . . Consequently, unless something unexpected occurs, I shall enter Andover in the Spring.' But this advice, though direct and positive, did not exactly 'carry a quietus with it.' 'Perhaps,' he added in a postscript, 'perhaps my love of science was given me for a trial. I wish I could feel clear . . . it was an indication I ought to pursue.' Pulmonary troubles drove him from Freehold, and after a brief period of rest and recuperation he entered the Theological Seminary at East Windsor Hill, Connecticut. But presently his health broke again, and the disaster led to the abandonment of his studies for the ministry. Rallying from the attack, he became principal of the high school at Great Falls, New Hampshire, in the spring of 1850, and held the position until the Williams trustees, in August, 1851, elected him to a tutorship. The following winter a recurrence of pulmonary trouble broke up his work and compelled him to take refuge in the South, where he remained until the next spring, when he returned to East Windsor Hill and took charge of an academy recently established there. The Williams trustees, however, had not lost sight of Principal Chadbourne, and in August, 1853, elected him to the chair of chemistry and botany."

Dr. Chadbourne devoted fifteen out of the next twenty years of his life to teaching in the college, with remarkable success, as professor of chemistry and botany, professor of botany, professor of natural history. The recurrence of pulmonary trouble from time to time interrupted his work, but his indomitable will never allowed him to relax for any long period; in fact, he was inevitably drawn into some larger enterprise which demanded every bit of his energy. In 1867, he accepted the presidency of the new State Agricultural College at Amherst, where he expected to do a large part of the organization and actual teaching himself. Driven from this undertaking, for which he was eminently qualified, by a period of ill health, he accepted a call to the presidency of

the University of Wisconsin, a curious form of relaxation for a man of his temperament and driving energy. "He found a large and inviting field. His push and versatility, his attractiveness and skill as a teacher, and his ready gifts of eloquent speech in public assemblies won general applause. The university entered upon a new and signal era of progress, mainly due to his ability, energy, and incessant labors." So writes Professor Spring, quoting from an *Historical Sketch of the University of Wisconsin*, published in 1870. After two years at Wisconsin, Dr. Chadbourne spent two additional years in the Rocky Mountain region, combining mineralogical surveys with the pursuit of health.

Known throughout the educational world because of his lectures at Bowdoin, Mount Holyoke, Western Reserve, and at two medical schools, because of his connection with the Amherst Agricultural College and the University of Wisconsin; known to undergraduates as an inspiring teacher and leader of scientific expeditions, there is no wonder that Mark Hopkins desired his selection as a successor in the presidency. His election occurred in 1872, with inauguration ceremonies on July 27.

### THE CHADBOURNE LINEAGE

At this point in our narrative, it will be of interest to trace the family lineage of the indomitable spirit that, in spite of physical limitations which would have restrained and checked any ordinary man, seemed simply to spur Paul Ansel Chadbourne to greater endeavors and broader fields of activity.

Ancient Kittery, lying across the Piscataqua River from Portsmouth, New Hampshire, was among the first settled regions of Maine. Its pioneers were men of heroic stuff and among them were William Chadbourne and his son Humphrey. William Chadbourne came from Devonshire, England, in 1634 and settled in what is now South Berwick, Maine. The vessel in which he came was named the *Pied Cow* and the place of landing is still called Cow Cove. This group of men were carpenters who came over to the new land to build a sawmill for the patentee, the first sawmill erected in New England.

Humphrey Chadbourne of the second generation became a great landowner and one of the most prominent citizens of the town of Kittery. He was also a builder—"chief of the artificers" and "the lawgiver of Kittery," holding office as selectman, town clerk, deputy to the general court, and associate judge for the County of York. When he died in 1667 he was owner of farms, mills, and timberlands valued at 1713 pounds, including "900 acres of land by estimation," a large fortune for that period. The third, fourth and fifth generations continued to flourish as prominent citizens and landowners. In the sixth generation there are numerous military titles and several ministers, all of the Baptist denomination. Medicine attracted the Chadbournes from the soil. In the eighth generation Dr. Thomas Chadbourne, son of Dr. William Chadbourne, was a prominent physician in Concord, New Hampshire. Others were called to important offices in the state.

Paul Ansel Chadbourne was of the ninth generation, inheriting all of the finest qualities of this sturdy English-American stock except a robust constitution. His father died in his fifty-second year, his mother in her thirtieth year, his only brother in his thirty-seventh year. This is not a record of longevity and throws great light upon the heroic struggle made by Paul Ansel Chadbourne against ever threatening pulmonary trouble.

In 1851 Dr. Chadbourne married Elizabeth Sawyer Page of Exeter, New Hampshire. There were three children, Abby, who lived but five years, Elizabeth M. and Albert Hopkins, who "hark back" to the longevity of the early Chadbournes, the daughter inheriting the father's love for teaching, the son a successful business man. A grandson, John Lodge Chadbourne, was born in 1891.

Miss Elizabeth Chadbourne maintains a summer home in the old homestead at North Berwick, Maine, which Dr. Chadbourne purchased from members of the family, to preserve its identity and for a vacation camp. It was here that the news of President Garfield's death reached him. President Garfield, it will be remembered, lived for a considerable time after being struck down by the assassin's bullet.







THE FLORIDA EXPEDITION



## CHAPTER II

### DR. CHADBOURNE AS A SCIENTIST

It takes a decided stretch of the imagination to picture the sixteen year old druggist's clerk, studying medicine in a New Hampshire village store, as professor of natural history and chemistry in a leading college, giving lectures at other colleges where his fame had called him, appearing before learned societies and honored by high degrees. Nor does one expect to find a man who has constantly fought pulmonary weakness, leading scientific expeditions into Newfoundland, Florida, Greenland, and Iceland, crossing the ocean to Europe for researches in Norway, Sweden, and Denmark. Yet this is the record of Dr. Chadbourne.

Called to Williams in 1853 as professor of natural history and chemistry, within two years he was planning an expedition to Newfoundland. We are fortunate in having the detailed story of the Florida expedition and the manuscript of his famous lecture on "Iceland and the Icelanders." These were printed recently in the *Alumni Review* and are here incorporated into our story.

### THE FLORIDA EXPEDITION

The *Williams Quarterly* of June, 1857, gives a long account—thirty-five pages—of the Florida expedition of that year.

The Lyceum of Natural History was an active organization but the cases of Jackson Hall were, many of them, quite empty of specimens. Many plans were proposed in the fall of 1856 to remedy the situation and an expedition to the Florida Keys seemed most attractive. It was finally resolved to charter a small sailing vessel for such an expedition. Professor Albert Hopkins, with his accustomed ardor, interested friends of the Lyceum and obtained the necessary funds for the enterprise. Professor Chadbourne was persuaded to undertake the guidance of the party.

Early in February, 1857, the schooner *Dew Drop* of New York was chartered and fitted for the cruise, which began on the 19th of the same month. Sixteen members of the Lyceum made up the party; four gentlemen from outside accompanied them. The regular members were Henry C. Allen, Lyman Beecher, Samuel E. Elmore, James M. Nichols, Samuel H. Scudder, N. B. Sherwin, Edwin M. Wight of the class of 1857; George W. Carleton, John E. Darby, Henry M. Lyman, Curtis J. Lyons, Richard H. Ward, Edward P. Willard of the class of 1858; W. D. Day '59, W. S. Gilman '60, and Archibald Hopkins '62. Not a single member of the group is living today although nearly a score of their classmates head the list of living alumni.

The trip down the coast consumed eighteen days and was not entirely comfortable. "The following week was one of great discomfort, and we experienced every possible vicissitude of weather during its course. The wind would blow from every quarter of the compass, and then die away into a calm. The waves were now sleeping in perfect quiet, now swelling like mountains, and threatening at every surge to engulf our little cockleshell of a schooner. We had sunshine and clouds, whirlwinds and thunder squalls. One night, indeed, our vessel was struck by lightning. Two glittering balls of fire darted down the mast to the deck, along which they rolled, sparkling and crackling over the cabin, prostrated the helmsman, benumbing his limbs with the shock, and then glanced over the stern into the water with a hissing sound, like that produced by the sudden immersion of red hot iron. Fortunately, no one was seriously injured, and the vessel escaped without damage."

Then they approached the northern coast of Florida and reached St. Mary's, ten miles up the river of the same name. "On the next day, Wednesday, March 10th, we made an examination of the river and its immediate vicinity. The season was too early to admit of procuring many plants but we were successful in obtaining shells, birds, and fluviatile specimens. Much inquiry was made after alligators; but they are only found during the warm months of the year, and we,

therefore, met with no success in that department of our search.

"Professor Chadbourne came up the river at evening, and joined us on board the schooner. A council was held at once and it was decided to divide the party, one half to remain at Fernandina for the purpose of exploring the northern part of Florida, while the other half should immediately proceed with the schooner to examine the Florida Keys. This resolution adopted, we commenced taking in supplies of wood and water for a month's cruise.

"Monday morning found us hard at work unloading stores for the northern division of the party. A sandy bluff surmounted by a Coast Survey signal pole was chosen for the camping ground, where a large tent had been erected and placed at our disposal, through the kindness of the gentlemen connected with the Florida Railway. To this place were carried the baggage, provisions, ammunition, and appliances belonging to the shore party, and at noon the signal for weighing anchor was given. We bade our companions farewell, and set sail with a pleasant breeze for a month's cruise among the Keys.

"Our situation on board the vessel was much improved. One half of the original party had remained at Fernandina, and we, consequently, found an abundance of space in the cabin. It seemed at first quite desolate and silent but we soon became accustomed to the novelty and enjoyed the increased accommodations as they deserved. The weather was warm and delightful; the winds were fair and steady; and we seemed as if floating on a 'summer's sea.' So sudden was the change from the cold storms and wintry winds which had so long pursued us, that for several days we were almost incapable of physical exertion, and could only lie on the deck in a state of dreamy languor, or sit under the shade of the sails and watch the dancing waves as they sparkled in the sunlight."

Key West welcomed them and they at once began exploration. Of the return of one exploring party the writer says: "They had met with remarkably good fortune, having succeeded in discovering a pelican-rookery, from which they

brought back a basket full of eggs and young birds. The bottom of the boat was fairly covered with the birds they had shot, shells they had found, and the various marine wonders they had collected." And again: "They found here an immense quantity of valuable specimens: sea fans and feathers, corallines, corals of the pebble-stone and lichen-like varieties; sponges, polyps, sea-urchins and starfish; cuttlefish twisting their snaky folds; crawfish darting away from under the feet of the intruding naturalist; conch shells and tritons; all without number or limit to their growth. Two hours had not passed before the boat was loaded with one of the most valuable cargoes it had ever contained, and the party was obliged to return to the vessel, leaving a pile of conch shells which they had collected large enough to fill the boat a second time. These conchs are among the largest known shells, and the delicate, rosy hue of their inner surfaces renders them a much valued ornament in every conchological collection.

"On the following day we sent a large party to the shoal, and they succeeded in making a collection even larger than the one of the preceding afternoon. Our deck, during the whole of this day, presented a novel scene. While the collectors were absent on the shoal, the rest of us were busily engaged on board, boiling and cleaning small shells, packing away the curiosities previously prepared, putting up the conchs, alive, in casks of sand, and carefully preserving delicate specimens in alcohol. Each member of the expedition had a department specially assigned to him, and the work went on smoothly and with dispatch."

The next point was Dry Tortugas. "As soon as the anchor was down, we got the boats into the water and commenced prospecting. One party landed on a little island not far distant and made a very pretty collection of small shells. The other party sailed out over the reefs, upon which they saw immense fields of growing coral. The most common kind was the variety called 'antler coral,' from its resemblance to the horns of the stag. Then, there were brain corals, pebble corals, flower corals, and an endless variety of branching corals. The reefs were only about three feet under water, and their whole surface was plainly visible as we paddled the



boat slowly around from place to place. It seemed like sailing over a submerged garden filled with a countless variety of flowering shrubs and growing plants."

April 10th they started northward and a week later were joined by the northern division; they continued onward up the coast, arriving in New York Harbor on April 26th, after an absence of nearly ten weeks.

The fortunes of the northern division of the party are told in a separate narrative. Their headquarters was dubbed "Cocklebur Camp" from the prevalence of these troublesome seed pods in the region and by reason of the easy transfer in their clothes and bedding. Half-wild pigs plundered their stores and carried off their drying specimens, even devouring the baby alligators collected by great effort. A basketful of fiddler crabs brought in from the swamp escaped and domesticated themselves in the tent. "It was pleasant to observe the expression upon different faces as one drew from his boot, another from his stocking, pocket or the flour barrel, a little filthy crab that had quietly concealed himself there."

Their small boat caught by the receding tides, the members of this group were in frequent difficulty, often running short of drinking water. A gentleman of the neighborhood loaned them one of his slaves, Aunt Harriet, "a model colored lady, as well as a model cook." They visited St. Augustine, Pilatka, Jacksonville; the region around Tampa Bay was considered dangerous on account of the Indians but one adventurous soul made an excursion in this direction. Sunstroke and fever attacked the party and one or two members returned home.

#### ICELAND AND THE ICELANDERS

Dr. Chadbourne visited Iceland in 1859 and later prepared a remarkable lecture on "Iceland and the Icelanders" which he delivered before many notable audiences. The manuscript of this lecture, which, we understand, was never printed, was placed in the hands of the editor by Miss Elizabeth Chadbourne. It is typical of the man and the times

—a man who understood the laws of nature and could picture the unusual scenes in Iceland in language which needed no film projected on a screen to supplement the vivid description. President Chadbourne's command of the English language was almost unique at a period when every learned man was expected to be a master of his native tongue.

"We need not travel far to find scenes of grandeur and beauty . . . There is to me, I confess, a strange fascination in those dreary lands where the frost giants dwell, the cradle of the iceberg where the snows of centuries are piled on mountains that have reared their heads unchanged for thousands of years and bid fair to remain alone in their grandeur for thousands of years to come; as firm against the rays of the sun that flash from their sides in summer as they are against the weird aurora that floats above their heads in the long polar night.

"It is trusting to our common interest in all that is grand in nature and heroic in adventure that I invite you tonight to wander with me, in imagination, to the icy north—to that sea-girt isle where fire and frost are joining eternal battle, where the heroic Northmen found a refuge from the tyranny of their native land and where their children still delight to dwell, surrounded by stormy seas, amid the gloomy grandeur of a land unparalleled upon the globe.

"Iceland is not only cut off from the rest of the world by northern seas but she has a character of her own. In her physical constitution and the condition of her people, in language and mode of thought, we seem to have preserved for us a remnant of an old geologic and historic age. When we step upon her shores, we seem to have gone back through the ages. We are on an island of lava. The frost giants of Norsk mythology seem to hold the mountains with barriers of ice, impassable by men; the deep fires roll their molten streams from horrid craters, and the hammer clang of the mighty Thor may yet be heard in the subterranean thunders that daily shake the geyser hills of stone. But dismissing mythology and fancy, coming to the scientific study of Iceland and all its physical phenomena, as well as the people who inhabit her fiords, we find this island one of the most instructive and,



in many respects, one of the most attractive places, for the scientist and scholar, to be found on the globe. Iceland is to many, however, an island of ice, and little more."

Dr. Chadbourne then portrays the history of Iceland from the time of the old Vikings through a thousand years, telling how "a resolute band, deserting their homes in Norway because of oppression, sailed across those northern seas in frail barks, without compass or chart, seeking a home for liberty among the frosts and fire of Iceland."

"The leader of this brave band was one Ingolf, who, taking with him the doorposts of his banqueting hall, on nearing Iceland cast them into the sea, determined to fix his abode where they should be thrown on shore. Four years afterwards the posts were found where Reykjavik, the capital of Iceland, now stands. Thus did Ingolf cross the ocean and seek an asylum for liberty under the guidance of the gods he worshipped. He was quickly followed by hardy bands of daring adventurers, men of learning, for the times, and haters of tyranny. The courage and wealth required for such emigration secured to Iceland the choicest spirits of those old pagan times and made Iceland henceforth a land of adventure, romance, and song. In the words of Howitt '. . . for ages it was destined to become the sanctuary of and preserver of the grand old literature of the north . . . Thus till the 12th century when the monks' writing put an end to the Scaldic art, this race of poets, the Scalds, continued to issue from Iceland and travel from country to country.'

"They were often employed not only as counsellors but as ambassadors, being, in fact, the most enlightened men of their times and living libraries of history and the maxims of experience.'

"When the religion of Odin had perished on the mainland and the hymns and poems had perished with it, this ancient literature—the poetic myths of the North—found a home among the fiords and along the shores of Iceland. Transmitted from generation to generation by their honored Scalds, the songs were finally gathered by Saemund the Wise and were preserved as a surprise and delight to the scholars of the 17th century.

"But brilliant as has been the history of Iceland in all that relates to the literature of the North, it was not learning and refinement, it was defiance of power and daring of bold adventure, that marks the character of its early settlers. Judged by the standards that then prevailed, they were noble men. Their faults were the faults of the time—faults that under their religion and the bloody codes that then prevailed were accounted virtues. And their most prominent traits bear the name of virtues still.

"They were men who hated tyranny and despised danger. They would rather be freemen and have a free country, though its walls were ice and its foundations fire, than to accept favors at the hand of Norway's tyrant, who would make them his dependents. Their rugged soil and stormy seas had fitted them to battle and endure, but they would strike only for freedom and they suffered willingly in her cause. The noble character of the fathers has been transmitted to the sons, changed only by the refining power of civilization and Christianity, so that today, after more than a thousand years, the Icelanders are worthy descendants of a race of princes.

"The history of Iceland in the progress of law and government is as interesting and instructive as that of any portion of the world."

\* \* \* \* \*

In following the track of the Northmen, Dr. Chadbourne had already explored Newfoundland, followed them to their old home in Scandinavia and in Denmark, across the broad lakes and deep forests of Sweden, the wild mountains and deep fiords of Norway, and now, on the little ship *Arc-turus*, to the land of frost and fire. He describes the Faroe Islands where the ship arrived Saturday night and could not be unloaded until the following Monday. A daughter of the governor told how strictly they kept the Sabbath. "In the morning we attend church and in the afternoon dance and play cards—oh, our people are very religious indeed!" This in 1859. Ten days later, through dense fogs and heavy seas, they reached Iceland, whose "hills were snowcapped and

valleys green as emerald—glaciers stretching from the ravines down to the water's edge, waterfalls leaping from high cliffs into the ocean—one of them, around which the mists had condensed, seemed actually pouring from the clouds."

\* \* \* \* \*

"When the slow-rising sun sent his rays across the ocean, they lighted up the snowy mountains of Iceland and revealed to us the rugged horrors of the neighboring shore. We were looking upon the blackened sulphur fields of Krusuik. The steam of heated springs was rising from the sulphur earth, surrounded by the blackest lava fields, poured out when the very seas over which we were now sailing were opened by the fiery forces that, defying the ocean to drown them, belched forth their flames and poured out their storms of cinders and rivers of lava. The ocean covers its own battleground on the retreat of its foe, but on the land as far as eye can reach there is the desolation of fire, like the cities of the plain."

Dr. Chadbourne then describes the people of Iceland, naming some of the leaders of that time—1859—whom he found to be men of the highest culture. He is interested in the cathedral, with its notable library, the parliament house, and the college, attends a meeting of the parliament which impresses him with its "industry and decorum which might well be imitated by the legislatures of our own land."

Now begins the journey inland, on the back of an Icelandic pony, so hardy that he lives the year round without shelter and does his own foraging, digging away the snow from the grass like a deer, sure-footed as a fox on the hard lava fields or the most treacherous bogs. The journey to the geysers eighty miles inland reveals the natural wonders of the island and carries one among the chief historic scenes. There are really no such things as roads but mere bridle-paths, good, bad, and indifferent.

At the end of the first day they have gone about forty miles and reach Thingvalla, the Vale of the Allthing or great assembly, where for more than eight hundred years the free-men of Iceland assembled as legislators—the classic ground of Iceland, the center of social and political life. This is a basin

fifteen or twenty miles long by six or eight broad, a large portion of which is covered by the waters of an unfathomable lake which is surrounded by volcanic walls with terrific chasms.

The visitors are given welcome by the pastor, who salutes them in Latin, the only language understood by both parties. The church is the only inn and has but one large room. The discomforts of the night are very great—a few pieces of smoldering peat furnish the only heat and fill the air with choking smoke, yet their host is a man who could translate his Greek testament into Latin and who was versed in a culture which would shame the learned ones of today.

“Our journey the following day lay through a country of the wildest description—hills of volcanic cinders, yawning chasms, craters and fields of lava as though the whole crust had been shattered again and again and the fiery mass pressed through every opening fissure. Blocks of lava seemed to have floated on the molten mass as ice floats upon the water. And the lava streams themselves were coiled and folded as the fiery mass beneath rolled on and the surface cooled. As a relief to this rugged barrenness, we came to an Icelandic forest—a hillside and valley covered with dwarf birches from two to five feet high, over which we could drive our ponies at a gallop. From accident and fatigue I was compelled to linger behind my companions, who were vigorous, fox-hunting Englishmen and Scotchmen. They, too, thought it the worst riding they ever saw. Late in the day, dense clouds of steam were seen in the distance which were tokens that I was approaching the great geysers. Coming to an Icelandic house and no one appearing at my call, I was compelled to dismount as best I could, which was simply to select a side hill and roll from the pony onto the soft grassy ground. There I lay, while pony improved the opportunity to take his supper. The man, seeing my fall from the horse, came at once to my assistance. I gave him to understand that I wanted water, for I was both feverish and faint. In doing this I put my hand to my mouth and made the motions of drinking. Whereupon he seemed to be greatly amused, dancing around me, nodding his head and saying ‘Yes, yes’ in Ice-



landic. It seemed, as I had tumbled from my horse, he thought I had taken too much whiskey; and when I put my hand to my mouth, to imitate the motions of drinking, he thought I was 'acknowledging the corn.'

"But under his treatment I was soon relieved and able to walk to the geysers, where I found my party stretched on the ground, sadly fatigued and evidently disappointed with the great springs of Iceland. They had just looked at them in their calmness and had not seen them in their power and grandeur. There is probably a disappointment the first moment of viewing any really great natural object. Niagara disappoints. But when you go down and see the waters falling as from the heavens and listen to their thunders, then sublimity vindicates itself. So it is with the geysers of Iceland. When you have stopped by them and listened once to their deep thunders, there can, to a thinking man, be no feeling of disappointment. They are perhaps fifty in number, situated near the base of a mountain of trap rock; and from them stretches away a green valley towards Hecla—the most famous, if not the most terrible, of the fire mountains of the North. The springs themselves are situated on a hill of quartz rock formed by depositions from their own waters. On the highest point is the Great Geyser itself. How many ages must it have thrown up its heated waters, charged with flint, if we judge from the mass of stone it has formed!

"In the neighborhood are evidences of extinct geysers, in vast accumulations of siliceous rocks around caverns now empty or simply filled with heated water. On the hill above the Great Geyser are two immense craters filled to the brim with crystal, boiling water. The brook that runs from these, as from the other springs, changes all vegetable substances that chance to fall into it to stone. In places, concealed geysers are heard throbbing and pounding beneath your feet, and jets of steam pour from fissures in the rocks. There is a strong odor of sulphur from all these springs, but their water, when cooled, was pleasant for drinking and no injury came to our food cooked in these natural boilers.

"The basin of the Great Geyser is from sixty to seventy feet in diameter, shaped like a saucer. In the center is a circu-

lar well in the stone, ten feet in diameter and more than eighty feet deep before turning. How much farther it extends into the earth, no one can tell. The water is probably supplied by the mountains in the distance and rises heated through this vast pipe, fills the basin, and slowly runs off into the valley below.

"Once in ten hours subterranean thunders are heard; the hill seems to bound—the waters rush up, overflowing the basin on every side, and the vast column, more than ten feet in diameter, is thrown ten, twenty, fifty, or one hundred feet, according to the violence of the eruption, and some have asserted even five hundred feet.

"Our small tent gave little promise of comfort; but near the geyser was a shelving rock from beneath which the earth had been washed by the brook from the springs above. Noticing that grass grew upon this ledge and beneath it, I felt certain that the waters thrown out by eruptions did not reach this place, but rolled off in the channels on either side of it. Wrapping myself in an extra overcoat, I rolled under this rock, twenty-five paces from the Great Geyser, to wait for an eruption. Fatigued with the long journey, I was soon asleep, but about three o'clock, in the clear, Icelandic morning, I was suddenly brought to my feet by a bound of the earth and a series of explosions as though heavy batteries were discharged beneath me. At the same time, the waters were thrown up more than one hundred feet in nearly a solid column from the whole opening of the crater. As soon as one column had fallen, part dashing over the sides and part falling back into the basin and pipe, another was sent up with the same thunder and prolonged roar. The thunders and leaping of the hill, the dashing of that vast column of boiling water, and the dense clouds of steam formed altogether the most impressive sight I have ever witnessed. The eruption continued, probably, five minutes. When the waters had rolled away, so that I could leave my place, and for a time it was rushing down the channels on each side of me in boiling brooks, I walked up to the basin and found it completely emptied of its water and none could be seen in the crater. The strong wind, which had carried the vapor from me and



had given me a clear view of the eruption, had completely enveloped my friends, who were encamped on the opposite side, so that they could do but little more than listen to the thunders and dashing of the waters. Making the tour of the springs, I found none of them had been disturbed by this eruption, showing that they have no connection with this central spring."

\* \* \* \* \*

"As my friends wished to camp longer by the geysers, I opened negotiations with the farmer for lodging with him, that I might see more of Icelandic home life in the interior. . . . In the morning we were compelled to leave, and being recovered from pain and fatigue, I was better prepared to examine the country. . . . Its soil is decomposed lava, the sand upon the shores is pounded lava, its mountains and hills are trap and lava. . . . It is to the Icelander, however, the bright spot of earth, 'the most beautiful land the sun shines upon.'"

Dr. Chadbourne devotes the latter part of his lecture to the relationship of Iceland to the Danish crown, showing that in 1859 Denmark was expending twice as much upon the island as she was taking from it in revenue. He tells of the Icelandic revolution in 1809 when an adventurous Dane landed on the island, arrested the governor and declared the island to be independent. He raised an army of eight soldiers and established a new flag where were represented three cod-fish instead of the solitary one of the old emblem. He began his reign with the title of "His Excellency, the Protector of Iceland, Commander-in-Chief by Land and Sea," with power to make war and conclude peace with foreign potentates. His "reign" lasted six weeks when a British man-of-war arrested the new monarch and sent him to England. England was at war with Denmark but she had too much respect for the kingly office to have it made ridiculous even among her enemies.

Dr. Chadbourne then tells of the natural history of the region, with reference to the abundant bird life, especially the eider duck, which furnishes one of the chief sources of

revenue; but the geologic wonders of the island had made a tremendous impression upon his mind and he closes his account by a resumé of this topic, describing the terrific eruption of Hecla in 1783, which devastated the island and destroyed more than 10,000 of the inhabitants by fire and the famine which followed in its wake.

One must visualize the travel conditions of seventy years ago to appreciate the energy and efforts, as well as courage, of a man, never robust, who dared the dangers of sea and land in his trail of the Northmen. Dr. Chadbourne was a remarkable explorer with keen knowledge of nature and nature's laws.





#### THE PRESIDENT'S HOME

Built by General Sloan in 1801. Purchased by Nathan Jackson and presented to the college as a home for the president. Mark Hopkins was the first president of Williams to occupy it. Dr. Chadbourne lived here throughout his presidency.

## CHAPTER III

### THE INAUGURATION OF THE NEW PRESIDENT

On the twenty-seventh of July, 1872, there gathered in Williamstown a notable company to attend the inauguration of the successor of Mark Hopkins as president of Williams College. For thirty-six years Mark Hopkins and Williams College had been practically synonymous terms—Mark Hopkins was the college; but the time had come when a successor must be placed in office. Naturally, the wishes of the retiring president were followed in the selection of his successor. In his address Dr. Hopkins said:

“The past of the college is secure, and I turn to its future with strong confidence. This confidence I feel in view of the past dealings of God with this college. In the ‘evening time’ of its trouble He has always caused it to be light. I feel it, in view of its ampler equipment in all its departments, of its accumulated means, of the ability and zeal of its professors, and also because the trustees have unanimously elected as my successor one in whom I have confidence as worthy of the place. From the time he entered this college, coming, as I remember, particularly commended to me, I have known the president-elect, or known of him, as a student, as a tutor, as a professor in this and other colleges, as a preacher and public lecturer, as a business man, as a member of our state senate, as president of the University of Wisconsin, as an author, and have known that what he has done in each of these positions and relations has been a decided success. Doing many things, he has done them all well, and in some has gained high distinction; and if, in doing many things, he has changed often, it has always been for the better, and so is no evidence that he is changeful. This success he owes to a remarkable combination of executive power with the power of investigation and of teaching; his power of investigation having been shown in his published works, that do honor to the college and to the country, and his power of teaching in the enthusiasm awakened in his classes. I know him as

thoroughly in sympathy with the college in the spirit of what has already been done—its objects and its methods; and also with that system of religious truth which has been held here.

“With this knowledge then, and also with a high personal regard and esteem, I rejoice to commit to you, sir, the office which I now formally resign, and of which these keys are the emblem, and, by the authority of its trustees, to constitute you, as I now do, president of Williams College.

“In doing this, your attachment to the college as one of its alumni and your wide experience in this and other institutions, preclude a call for any words of exhortation or advice from me. I will only say that, in executing the trust thus committed to you, you will need not only authority but influence; not only wisdom, but ‘the meekness of wisdom’; not only strength, but the forbearance which conscious strength gives. For these you know where to look. ‘Except the Lord build the house, they labor in vain that build it.’ May He who has helped this college hitherto by working in it and through it, thus bless it still; under your administration may He make it more prosperous, and more useful than it has ever been.”

R. M. Chamberlain, of the class of 1873, in behalf of the student body, gave expression to the feeling that a friend and not a stranger had been called to the leadership of the college:

“But, sir, it is gratifying to know that we have not been compelled to write to some noble scion of a foreign house to come and rule over us. You come to us from the same royal family of which your predecessor is so illustrious a member. The sceptre passes as it were from an older to a younger brother, both sons of a common Alma Mater. Rome was obliged to get her great monarch, Tarquinius Priscus, from Etruria, but our college finds such an one among her own sons, and invests him with the robes of authority. We feel then that no stranger is coming among us, but rather one whom we have long recognized and honored as one of our most distinguished alumni. We know you from the service you have already rendered to this institution, and from the



honor that you have reflected upon it. Your name is familiar to us; your worth is appreciated by us.

"The past is rich in legacies of inspiring memories. Its record is a grand one. Its contemplation fills us with a just pride and satisfaction. But, sir, on the yet unwritten scroll of the future, we cherish the belief that there is to be inscribed a history still more glorious. Into your hands we give the scroll with faith in the result. We have assurance that its annals will be worthy of the past. We doubt not that in the events therein narrated we shall trace the footsteps of progress, a progress not the blind offspring of immoderate radicalism, but of the birth of a radicalism tempered with true conservatism. It is, then, in the full possession of our confidence that you assume the responsibilities and burdens of your important station. For your broad and scholarly culture, your scientific erudition and acquisitions, your versatility of talent, your valuable experience, your energy and executive ability, we greet you. We greet you, too, for your philanthropy and religious earnestness, your reputation before the world and your associates, and those Christian virtues which set off and perfect the character. In you, sir, we believe that the college secures a servant,

'Wise, steadfast in the strength of God, and true.'

"But we would not have our words alone measure our confidence in the new administration, and our attachment to our newly chosen leader. We would let our words ripen into action, and, accordingly then, we pledge to you our full and free cooperation in the great work to which you have put your hands. In unity there is strength. Working harmoniously, we may look forward to the happiest results. And now, sir, let me once more assure you for the students of 'Old Williams,' that you are heartily and joyfully welcome."

The addresses of Professor John Bascom in behalf of the faculty and of James A. Garfield in behalf of the alumni are enlightening as reflecting the feeling of these groups toward the new president.

## ADDRESS OF DR. JOHN BASCOM

"Paul A. Chadbourne, president of Williams College—By the wish of the faculty of this college, and in their behalf, I meet you here at the threshold of your new duties to bid you welcome, and to assure you of their cordial support in every effort for the well-being of our common Alma Mater.

"The interest which, as a faculty, we feel in Williams College, and in your administration of it, is not unknown to you. There are no men, nor body of men, that are by interest, service and love so deeply pledged to a college as its faculty; no men, nor body of men, that have the same opportunities to understand its wants, or the same occasion to desire that they shall all be fully met; none who actually are rendering, or can be expected to render it, the same degree of self-denying service. An educational institution is what its faculty make it to be, neither less nor more. The guardians and friends of a college who fail to see this are in error.

"There are two conditions on which able and independent men—such as are the faculty of Williams College, and such as should be the faculty of every college—on which able, independent and right-minded men will cordially labor: first, that they shall have the ordering of the forms and conditions of their own work; second, that they shall have influence in that general control which includes their own work with that of others. Under the first of these particulars we gladly mention the generosity and, as we believe, the wisdom of the administration which has just closed, one which has covered so many halcyon days of the college.

"Nor can we turn from you, sir, who have so long been the honored president of this institution, to a new incumbent without bidding you an adieu that gathers tenderness from memories scattered entirely through our college life, without recalling obligations that began early in our history as students, and have since been often renewed.

"As professors we have been wont to do each in his own department what was right in his own eyes, and he who has the power to teach must find this liberty his first condition of success. He who requires dictation is unfit for instruction.

We do not see how the public, or any portion of it, shall say to a college professor what or how he shall teach, what opinions he shall hold, and when and where he shall express them, unless they wish to degrade a branch of knowledge, or make its impartation contemptible. When one is called to a professorship these subsidiary questions are settled, and he is then accepted in the freedom and integrity and totality of his manhood.

"The second point is scarcely less important. It matters little how skillful may be subordinate service, if the vessel itself is to be run on a rock. The value of the life-work of every professor is dependent, in the first instance, on his own skill, in the second instance on the able, successful administration of the college to which he belongs. It is not strange, then, that he should covet the right to be heard in its concerns, since these concerns are his concerns, in a most immediate and weighty sense. He cannot prosper, he cannot gain the rewards of well-doing unless the college prosper, unless his services and self-denials are made effective by the enterprise and wisdom of that system in which they are inclosed. Petty tyrannies, absolute powers, secret counsels belong to an army or to a man of war, in which the barbarous creed of force still prevails, not to a college.

"There is no room here for jealousies, for assertion of slight authority. The college is intrusted to the concord and wisdom of grave and unimpassioned men. The president is a leader among equals, the weight of whose words is more that of wisdom than of authority. We know, sir, your independence and ability, and accept these qualities as your tacit pledge that you are ready to respect the same endowments in others, and understand well the conditions they call for.

"Again, therefore, we welcome you, and pledge you, and through you the college, the loyalty which is consistent with the higher loyalty we owe ourselves and the truth.

"Good men and great men have gone before you in your office, greatness and goodness will be confidently expected of you, and we shall not stint the labor, nor withhold the sympathy, that shall aid you in meeting this demand, a demand

fitted to search your own resources, and the resources of those who shall work with you.

"We remember your services here in times past, the attachment you have always shown to the place and the college, the vigorous spirit you have been wont to bring to your undertakings, and, with the hope and buoyancy born of resolve, we welcome you to the crowning labor of a patient, considerate and efficient presidency, waiting on the conditions of Divine favor that underlie all successful human action."

#### ADDRESS OF JAMES A. GARFIELD '56

"Mr. President: You have accepted the symbols of authority from your predecessor in office; you have received the official congratulations of the board of trustees by whom you were elected; you have been welcomed by the faculty with whom you are to labor, and by the undergraduates for whose benefit the college exists. There is still another constituency to whom the solemn and impressive ceremonies of this hour are of the deepest interest. They are the graduates of the year and of former years—the alumni of the college. Here, more than half a century ago—for the first time in the history of American colleges—the peculiar relations of graduates to their Alma Mater was recognized by the founding of a society of alumni. Its first object was to renew and perpetuate the memories and associations of college life; to drink again at the fresh fountain of youth whose inspiration, at the best, dies all too soon. But recently the alumni have been received into nearer and still more important relations to the college. They now select one third of the whole number of trustees and appoint committees to examine the financial condition of the college, to attend the examination of its classes, and to report to the society its condition and prospects. This society, which drew its life and inspiration from the college, is now returning to the college its tribute of affection and support.

"The alumni have directed me to present their greetings, and to tender you their cordial support. We cannot, if we would, and if we could we will not, transfer to any other the



profound reverence, the deep affection, with which we cherish the name and fame of the retiring president. His title to these is inalienable and imperishable. He is and will continue to be *our* president of Williams College. He is also yours; but, in loving him, we shall none the less love the college with the true loyalty of grateful children. Its success and glory in the future will be to us no less precious than in the past. To its sacred memories will be added, we trust, the rich harvest of our hopes.

"To you, sir, as one of our number, sharing, as we doubt not you do, our hopes and aspirations for its future—to you and your associates we look for the energy and intelligence, guided by wisdom, which will lead the college onward and still upward in its high career of usefulness.

"We recognize the difficulty of the work you undertake as the head of the college—a work always great, always difficult, but now made doubly so by the example of him who has so long and so nobly trodden the path which you now enter. We will not ask you to bend the bow of our Ulysses. Let it here remain unbent forever as the sacred symbol and trophy of victories achieved. But we do expect you to confront the future with its new and difficult problems—in the spirit of fearlessness and truth—in a spirit conservative to save all the garnered wisdom which experience has purchased—and courageous to adopt and lead all true reforms, and to work manfully by the light of each new rising sun. Working in this spirit, and with these aims, success will be secure; and, what is still greater and better, it will be deserved.

"In that work you will have the cordial support of the alumni. They are an army seventeen hundred strong, deployed along all the outposts and taking part in all the battles of life. While you and your associates are here, unfolding the principles of science, we are out in the many fields of active life, testing the work which has been done for us here, and bringing back from year to year our suggestions and contributions. But going out or returning, sharing whatever fortune life may bring, we shall bear in our hearts the deepest love for the college and our most earnest wishes for its continued prosperity."



It is not our purpose to reproduce here the entire address of the president-elect. Dr. Chadbourne's survey of American college education, and the place of Williams College in that scheme, when read more than fifty years after its delivery is almost startling in its prophetic statements of conditions that today are under discussion as facts entering into the educational problem. His mind was almost uncanny in its grasp of facts and its quick realization of the relationship of these facts to the future. In 1872, he finds education in a transition state, practical science absorbing men's attention to the detriment of the philosophical and the spiritual; the work of the professor comparable to that of the missionary because underpaid and unappreciated; the mounting cost of education keeping some of the best minds from its enjoyment; the student body wedded to the old traditions; the attachment and devotion of the alumni the best security for the continued prosperity of the college.

The following excerpts are illuminating:

"There comes to the college, from the community, and to some extent from its alumni, a double demand, or there are two demands made antagonistic to each other, and so antagonistic that seemingly there is no possible compromise between those who make them. We are called upon, on the one hand, to change the old college courses and throw aside the old college life, as unfitted for the present age, and, on the other, we are as earnestly besought to hold on to the old ways, the old studies and the old methods, as the needed conservative element, in the change and uncertainty of the new, untried methods, and conflicting demands of this transition period.

"As the college is chartered and sustained that it may lead in all that is good, and is expected to stand firm against all mere show and pretense in its own field of effort for the good of the world, it is called upon to consider these demands, that it may yield in every point where wisdom suggests a change, and satisfy all its reasonable friends, when it retains

any study or adheres to any method of instruction or discipline, against which the damaging charge can be made that it is 'old.'

\* \* \* \* \*

"I should be doing violence to my own convictions, to my high sense of respect and regard for the trustees, who have administered the affairs of this college, and for the men who have composed its faculty, if I hesitated to declare that, in my judgment, the instruction in Williams College has, upon the whole, afforded as true a type of high education as that in any college of our land. If she has not made as accurate scholars in all departments, she has made as able men, as any other institution. The position of the Williams alumni in the professional schools, and every department of human activity, is better proof of her work than any words of mine. She has lacked means, and she has been far from perfect, as her best friends are ready to allow. But if her alumni have had occasion to regret her deficiencies, it is because she gave them so much of solid education, that they understood their own wants as well as the wants of the college. They went out with an eagerness to labor, and with habits of independent thought, that soon carried them to a position where the best college education seems ridiculously meagre, if not sadly defective. The work they have done for themselves and the world shows that they went forth with eager, healthful, well-trained minds, a far better preparation for life than special knowledge, without system or living power of growth.

"At the beginning of the present century, there began a wonderful advance in physical science and in the application of science to the business of life. This goddess forsook her Olympian retreat and appeared as the most efficient laborer in every workshop of the civilized world; and as though this were not enough to satisfy her long-gathering energy, new arts and manufactures were called into being at her command and under her direction. Each department of scientific study became so expanded that, for investigation, it was minutely subdivided—each division calling for the time and labor once sufficient for the mastery of the known science of the world.

The multiplied and wonderful applications of science have become so common, that our methods of business and whole mode of living have been essentially changed within fifty years. Steamboats, railroads and telegraphs, and manufactures unknown and impossible fifty years ago, mark the present age as the age of practical science.

"It was natural that the demand should be made of the college, that it should occupy the same position in science in its new manifestations as it did in olden times. It was natural that in the college an attempt should be made to meet this demand. It could no more be done than all the trees of a nursery can be brought to fruitage in the crowded rows where they first found the best conditions of their growth. The attempt was made in good faith, because the case was new in the history of the world, and its insuperable difficulties could not be understood in advance. The result has been that our college course has, in many cases, been over-crowded with work that belongs to the technical schools; the professors attempt what they cannot accomplish, and students are burdened with additional studies till they are either disheartened and lose all pride of scholarship, or their strength is exhausted in acquiring, until they have no time or energy for thinking. Thus, in accordance with the law, by which extremes meet, we have seen attempts to secure practical education in our colleges, in many instances, drive out the one thing most desirable in the best practical education—for a well-developed, healthy brain is the most practical thing in the universe, if it be not the only practical thing.

\* \* \* \* \*

"The influences that have been at work to make every college a semi-technical school cannot be easily checked. The difference between general and special education is not yet so manifest before the community, nor in the college, as it ought to be.

"The college seeks to educate, not the lawyer, the minister, the farmer, the artisan, the merchant or the teacher as such, but the man, so that he may engraft professional knowledge upon his education to the best advantage, that all

professions may have the same basis, as they ought to have, since the man is of more importance and has a more important work to do in the world than mere professional labor.

\* \* \* \* \*

“A professor’s work in many of our colleges becomes missionary work. In consequence of the demands made upon professors and the moderate pay they receive, it becomes more difficult to secure the men that are needed. Those who have special love for the work, or are already in the harness, will submit to labor for less than they could obtain elsewhere, but the filling of new chairs with competent men is exceedingly difficult now, and will become more so, if the present disparity between college salaries and the pay from other employments continue. We can point to men, whose names are known to all the people, who have spent twenty, and even forty years, in college work, and have not received enough from the college treasury to pay the needful expense of their families. Such men are often spoken of as working for the college. They are the college, so far as it is an active agency. They are working for the community, and are entitled to a fair support. But he must be an unfortunate man in his family relations, or very fortunate, if he is able to live upon an ordinary college salary, and meet all the demands which are made upon him. Those who have the medium lot of life, the sickness and expenses that come upon the majority of families, cannot do it. The college, for its efficiency, that it may do its appropriate work for the world, needs the whole time and strength of its officers, their best service, either in its lecture rooms or among the people, and for this service it must have the means of paying.”

Dr. Chadbourne next stresses the fact that college education must be within the reach of the poorest boy in the land.

“The colleges must be able to do more to diminish the expenses of the whole course, or many of the best minds must be entirely shut out from their advantages or be so overburdened by the labors required for self-support as to imperil health or interfere with the best success of college life.



“Our colleges, by the very genius of their organization, are the most democratic institutions in our land, and their equalizing power among the people is in proportion to the means they possess. In their present condition, they do more to break down the distinctions which birth and wealth give, and to start young men on the same plane in life, than all other agencies combined. The richest man in the land, if he would obtain the best education for his son, must send him to college. To that same college the poorest orphan boy can go, and run with his rich rival the same race for college honors and for those acquirements that give dignity and enjoyment to life. And the richer the college the more can it do to put the poor on equality with the rich. Every dollar given to a college, every new facility it can offer without additional expense to the student, is so much to annihilate the distinctions of society. When the rich man gives his thousands as a permanent fund for college education, he has done so much to give every man a fair chance for the struggle in life. He has done so much to break up the artificial distinctions which arise from accident, so much to put the poor on equality of opportunity with the rich, so long as the college shall exist. We hazard nothing in saying that the American college, in aim and organization, is thoroughly democratic, and may challenge comparison with any other agency as a promoter and safeguard of liberty and equality.

\* \* \* \* \*

“The great study in this college will continue to be, as it has been to this time, the study of man, his powers, and their best development and culture for the great purposes of life. It makes no claim to give professional education, but that education which should be the basis of every profession, and all special education of the technical schools. Each study of the whole course is valuable only as it adds so much to the power of its possessor to secure the good of others and the highest enjoyment for himself, in obedience to the laws established by God.

“In performing this work, we turn to the alumni of the college for the same generous aid and encouragement which



they have extended to it in past years, no less in its days of darkness than in the times of its highest prosperity. The good name, or the policy of the college, cannot be touched without affecting every one who bears its honors. The alumni, the whole alumni, constitute the final court of appeal in all affairs relating to the college. This principle is now so fully understood that a change has been inaugurated in almost every prominent college in the country, to bring the alumni, as a whole, into more vital union with the college. The alumni of any college know what it is—its excellencies and defects—better than others can. They have been out of the college atmosphere long enough to judge calmly. They come together representing every interest of the great world without. They bring into the college the fresh air of active life.

\* \* \* \* \*

“The success, the honor, the usefulness of an institution depends much upon the character of the students that enter it from year to year. And the success of the student in college life will depend much upon the training and moral principles which he brings from the family and preparatory school. We have scarcely less interest in the character of preparatory schools than in the filling of our own professorships. There has been a traditional notion that college life is different from ordinary life to such a degree that allowance must be made for acts that transgress not only the code of good society, but even the enactments of the statute book. This notion is passing away, if it has not entirely disappeared. There has been a change for the better, a gratifying change, within the last twenty years, especially in this college. The students as a whole, and the community, understand better than formerly that college is a place for work, for order and gentlemanly conduct. The severe criticisms of the press on all college lawlessness and insubordination, which were formerly regarded as almost an essential of college life, show that this practical age demands even of college students that they shall not waste time and opportunities, but show themselves worthy of the privileges they enjoy.

"But strange as it may seem, changes among students often progress more slowly than among almost any other class. You can change almost anything else sooner than the old traditions of a college. You can reform trustees and faculties without much difficulty, but the conservatism of students twenty years ago, certainly, was as nearly immovable as it is possible to conceive anything to be that is human. Something of that conservatism remains. That in most of our colleges there has been a false standard of honor, and a system of morals that had nothing to recommend it, there can be no doubt. That a reform in this respect has begun is plain, a reform that is creditable to students, and to the community which has demanded it.

"To the trustees are committed the immediate interests of the college, the appointment of its faculty and the ordaining of laws for its government. It is through the trustees alone that the faculty can hear the voice of the alumni, and act upon their suggestions; and so, very wise is that change by which the alumni are directly represented in the governing board. It is the duty of the faculty, in accepting their places of influence and honor, to carry out the will of the alumni as expressed to them in the acts of the board of trustees, and to so conduct the college that its funds shall be spent for the purposes for which they were intended, and that the students shall have in each department that instruction and discipline which the best college life demands. The students have their rights and duties, a right to the learning and culture which a college education implies, and the duty of loyally honoring the college while receiving its benefits. It is an unfortunate day for any college when its students usurp the place of the faculty, the faculty the place of the trustees, or the trustees fail to reflect the opinions of the alumni, who represent, in the best sense, the world at large.

"But above all things this college will seek in the Gospel of Christ the greatest educational influence it can wield. In a college where Mills has labored and prayed, where the power of religion has been exemplified for more than forty years in the life of him whom we now mourn\*, from which multitudes

---

\*Professor Albert Hopkins

have gone out to labor for the world and pray for our success, religion, as an educating power, can take no secondary place. The doors of the college are open to all—it seeks to proselyte to no sect; but the principles of the Gospel, which brought Christ to earth, it still believes in as the great agency which the world needs as a guiding power, which every individual needs as his support and guide.

“While we look to the trustees for wise government, to the faculty for earnest, faithful labor, to the students for that diligence and order which can alone give them an honorable college record, and success in life—while we look to the alumni and friends of the college for encouragement and means for every needed improvement; we look above all to God for His blessing upon this institution, which, we believe, His own hand has planted among those hills, and which He has watered by the showers of His grace. We look to Him to bless it now; and to Him and the glory of His name, let us dedicate it anew.”

Such was the inauguration of the fifth president of Williams College, an inauguration which promised much and accomplished much. How the president-elect was baffled by personal ill health, by an extraordinary period of financial depression in the country, by undergraduate unresponsiveness, will be told in the following chapters.

## CHAPTER IV

### FACTS AND FIGURES

#### THE CAMPUS—1872

The leading editorial of the first number of *The Williams Vidette* for the college year 1872-73 sets forth the need of an undergraduate loan fund. A rotating fund is suggested, "blessing untold generations of poor but ambitious and proud-spirited students."

---

Faculty changes bring forth these observations: "Latin and Greek form the staple of college work. Physics and Chemistry occupy a large share of time and thought. To the three new professors we extend a cordial greeting. We hope that their success in the various departments may be as marked as that of their predecessors. We assure them of the sympathy and assistance of the students in every good work."

---

Amherst is congratulated upon her victory in the college regatta. A later number speaks of Williams as "one of the foremost colleges in boating matters."

---

A protest against trustee action proposing "to discontinue the preaching in the chapel and to allow the students to attend such churches in the village as they may elect" gives arguments pro and con upon the question. The services require much labor on the part of the professor preachers, entail expense upon the college, and deprive the students of home-like worship and friendly intercourse with the townspeople; but the local preachers have less ability to interest the students while the professor has the ability and the power to impress them "on the vital questions of morality and religion as well as science and literature . . . . In the chapel a wider range of truths is discussed by different men, with various beliefs . . . Religious training ought always to





CHADBOURNE, CARTER, PRATT

GRIFFIN, DODD, SAFFORD

PERRY, FERNALD





accompany intellectual training . . . . If Williams College surrenders the religious training of her sons, she will surrender her most powerful hold upon their affections and the affections of the Christian world." The problem was settled temporarily by holding only one service on Sunday.

---

A full page advertisement of the college contains these statements: "Each of the ten departments is under the charge of a permanent professor . . . . The Natural History Society and the Scientific Expeditions undertaken by the students afford ample opportunities for independent work in all branches of Natural History . . . The large gymnasium is fitted with the best apparatus and furnished with every needed facility, under the direction of a competent instructor . . . The trustees are determined that no young man of merit shall be obliged to intermit his studies on account of inability to pay his college bills. Alumni are making generous provision for diminishing the expense of college living and for offering special inducements to students of merit. The necessary expenses for tuition, room rent, and incidentals amount to about \$125 a year. The income of *six* scholarships is awarded for proficiency in the studies of the course. The prospect is that the number of these scholarships will be largely increased the coming year . . . . First term begins August 29th."

---

Under "Reviews and Notices," a very complimentary notice by the *London Saturday Review* of Dr. Chadbourne's *Lectures on Instinct* is given. "The lectures possess very unusual interest and suggestiveness."

---

Williamstown keeps up a constant struggle with nature. Muddy walks, dense foliage which made the dormitory rooms dark and damp, called for "college improvements . . . . Another thing that adds much to the good appearance of the place is the frequent cutting of the grass; this makes a fine turf and gives the streets and grounds a neat, clean look that is very refreshing."

"Of college games, none combines the qualities of pleasing those engaged in it, of offering an opportunity for the display of skill, muscle, and endurance, of developing legs, lungs, and brains to a greater degree than football. At the same time it is a game in which the unskilled as well as the skilled may participate, the weak as well as the strong. Baseball and boating are for the select few. Football is fit for all."

"The *Gul* editors promise that the publication will appear soon and that the cost shall not exceed 35 cents per copy."

The old controversy over the removal of the college threatened to break out anew. "Williams is not what she should be. She has scarcely more than half the students she once had. Will it pay to retain the college in Williamstown?"

If removal cannot be brought about, the college can at least be made co-educational. An alumni committee brought in both a majority and a minority report. At commencement, 1873, the proposition was voted down.

#### THE CAMPUS—1874

Volume 1, Number 1, of *The Williams Athenæum*, issued in October, 1874, reflects a growing restlessness on the part of the undergraduates. The leading editorial deals with "Essentials to Sympathy Between Faculty and Students." "Recent events cause the question to be asked: is there a proper kind and degree of sympathy existing between the faculties and students of our colleges?" The writer has in mind a general condition, not restricted to the Williams campus.

"Williams College and College Contests" reviews the report of a committee, presented to the alumni in June, upon a subject that "has occasioned some anxiety and difference of opinion—the tendency in college life toward an excess of physical exercise and the increasing prevalence and popularity of collegiate and intercollegiate contests . . . . It is claimed by the students that the alumni favor these contests." The intercollegiate regatta at Saratoga was the cause of the discussion.

"College papers are recording the decline and fall of hazing, rushing and the like. There has been a marked change in the relations of underclassmen. While the college heart rebels against the decay of the ancient, time-honored traditions, still common sense teaches that it is probably best to drop what are becoming very generally to be considered as relics of barbarism."

---

"Commencement, we learn from the Catalogue, will be held a week later than usual and two or three weeks later than at most Eastern colleges. The change seems to be an unfortunate one."

---

"Class-days," according to this editorial, "are becoming every year more unpopular at Williams. In order to carry them through, many of the students are obliged either to borrow money or refuse to take part in the exercises. The latter is disagreeable and the former wrong . . . . There are, to be sure, some parts of class-day—the supper, the history, and the ivy—that no loyal classman would be willing to dispense with; yet all of these are inexpensive and require no time or labor in their preparation. The present senior class, by a majority of one, has decided not to do away with the old custom."

---

"There have been many well founded objections urged against the dormitory system, but the most potent objection, we think, is the encouragement which the system gives to college musical 'genius.' By an incomprehensible attraction the musicians tend to congregate in some favorite haunt. The college dormitory supplies a common center. It is not at all strange to find in some buildings a flute or two, a guitar, a violin (usually devoted to sacred music), a melodeon (devoted with the best of motives to the same end), and a piano. What a successful and continuous pandemonium these instruments can make, under the manipulations of amateur players, is evident to all . . . It may be inexpedient for Williams to abolish her dormitories, but she certainly owes it to her students either to pursue this course or to take measures for the suppression of the musical nuisance. We would sug-

gest as an initiatory step that musical instruments be classed in the same category with firearms, and that the existing college law relative to this subject be amended to read as follows: No student shall have or keep any gunpowder, firearms or *musical instrument* in his room, or in any building or other place on college grounds, nor shall he at any time use any gunpowder, firearms or *musical instrument* within half a mile of the college grounds."

---

"Prof. A. L. Perry's book *Elements of Political Economy* is being translated into Italian. It is to form the second volume of the third series of the *Biblioteca del Economiste*, a collection of contemporary politico-economical writings which is being issued in Italy."

---

We are forced to the conclusion that in comparison with the quotation given a paragraph back, the following seems rather inconsistent. "The lack of a department of music and vocal culture in the college makes attention on the part of the students to that subject necessary. The authorities of the college have for a long time felt the imperative need of such a department and endeavored to establish a professorship for that purpose, but as yet that end has not been accomplished through lack of funds. We sing over and over again old songs; for years there have been no new ones added to our list by any of the students . . . . Let those who can write give us some new songs. Surely subjects are not wanting. There are many old legends, which the poet's brain could weave into sweet measures. This mountain home of ours has many encircling traditions, many tales of ancient prowess to unfold. There's music enough in these streams and hills to flood the world with song."

---

We are glad to have a long-held opinion confirmed—that human nature does not change with the years. "One impropriety in the deportment of the students in chapel has been growing so marked of late as to warrant an exhortation to its correction. All over the room, in Sunday service, may be seen individuals who seem blessed with an extraordinary humili-



ty, so intently do they maintain a fixed stare toward the flooring. Nor would any suspicion, but that they were the victims of a guilty conscience, ever arise, did not the ear frequently detect the faint rustling of leaves. Then does it become apparent that the regard due to the sermon is being devoted to the perusal of sundry books, which have miraculously found their way into the building.

"Probably those who indulge in this custom give no thought to the matter, and only need a gentle reminder to induce them to discontinue their reprehensible practice. We would emphatically point out to them the gross impoliteness—to put it on no higher grounds—of their course. No greater personal insult could be offered an occupant of the pulpit than to give over the appearance, even, of interest in his discourse, and to resolutely resort to a book."

#### THE CAMPUS—1877-78

The following extracts are taken from different numbers of *The Williams Athenæum*, appearing during the year 1877-78:

"By the recent action of the Senior and Junior classes, ball matches between the upper classes have been instituted. This undoubtedly is a move in the right direction. For some time the feeling has been spreading that, in order to secure a good college nine, matches among all the classes are necessary, and this sentiment will emphatically pronounce in favor of the new plan. Under it, it may confidently be predicted, the interest in baseball which has heretofore always been roused in the under-classes by their annual game will possess the whole college; class feeling will be enlisted in securing good training, and there will be a fair probability that in the future we shall have a good college nine, well supported financially."

---

"How it is that a few students can assemble in the Senior recitation room, and transact business in the name and interest of the whole college, we cannot understand. There is no clause in the constitution of any of the college associations declaring a third or fourth of the college, a business quorum

and organized bodies almost universally require a majority . . . . The men who avoid these meetings on principle are not, moreover, those who can justly plead want of time, but neglect them through cold-blooded indifference. A general interest on the part of the students is so absolutely essential to success that we hope hereafter to see every student willing to encourage these interests by his presence at the college meetings."

---

"There is an encouraging indication of the increasing culture of the college in the amount of reading done at present by the students. We can safely say that it is much greater than it has been for years. The library when opened is always much frequented, and on the days for delivery it is constantly crowded. The character of the books drawn, too, shows good literary taste and industry, and while of course many works of fiction are taken, they hold a subordinate place. From the number and style of the books read, it is clear that much literary work is being carried on this winter, and we may congratulate ourselves upon the intellectual progress which the college is evidently making."

---

"We think it just that the *Athenæum*, as the organ of the students, should express appreciation of the manifest endeavor of the librarian to cause the library to be satisfactory in every respect. Never before has so much time been allowed for the consultation of books, nor could more attention be given to those requiring assistance; and the thanks of all are due the librarian for his readiness to make the arrangements of the library thoroughly convenient for the students. Library work has now become a very essential part of the college training, and certainly at present the facilities offered are all that could be desired."

---

"We heartily believe in a high feeling of reverence for the college lawns. We believe in keeping off the grass as sincerely as our worthy president. But we feel moved to offer our humble protest against the temptation to which we are exposed under the present system of college walk mending.

We think that a man may yield to the temptation to step aside from the straight and narrow path that leadeth through ashes and clinkers, and still retain the reputation of having a strong moral character."

"Since our last issue the College has received the munificent gift of \$10,000 from Edward Clark, Esq., of the class of '31. Under the present administration the financial condition of the college has been very much improved, and if bequests in the future flow into our treasury as rapidly as they have in the past, we shall soon be high and dry upon the rock of financial independence."

Limitation of numbers, evidently, is not merely a present-day issue. "Everything points to another large Freshman class . . . Of course visitors are of little consequence, but we should mourn if the Faculty had no place to go to church on Sunday, and it would be a bad thing for the reputation of the College to debar them from chapel exercises on week days. The chapel ought to be enlarged before it is too late."

"A need which has long been felt in college is a good dramatic hall. Alumni Hall is excellent in its way. The walls cannot be excelled in their utility in hanging pictures, and the benches have an odor of examinations about them that is irresistible, but it is not in any degree suited to dramatic purposes. It is altogether too small. After putting in a stage and an orchestra, the little space left is quickly filled by early comers and then jammed to suffocation. Under such circumstances no comfort or pleasure can be obtained from exhibitions, however well performed."

#### ENROLMENT AND FINANCES

The enrolment during the years 1863-1872, under Dr. Hopkins:

1863	182	1866	186	1869	159
1864	187	1867	182	1870	141
1865	177	1868	173	1871	119

This gives an average of 167 in addition to showing a drop in enrolment of 36%.

## The enrolment under Dr. Chadbourne:

1872	119	1875	170	1878	208
1873	136	1876	191	1879	206
1874	160	1877	204	1880	227

This shows an average of 180 and a gain of over 90%.

The year 1881-82 recorded an enrolment of 253, a continuation of the steady growth, and attributable to Dr. Chadbourne.

A study of the Treasurer's Reports reveals interesting facts. The invested funds during the last few years of the Mark Hopkins régime averaged approximately \$250,000. In the first five years of the Chadbourne administration, the amount was increased to \$300,000, or 20%, in spite of hard times in the country.

In 1878 the current expenses were \$50,000 and this was balanced by the receipts. In 1879 receipts and expenses balanced at \$40,000, and in 1880 receipts of \$45,800 exceeded the expense account of \$40,492.

This is certainly clear evidence of sound financial standing although the figures show the limited resources of the college.







*L. A. Hudson*

1823-1883

## CHAPTER V

### AS OTHERS REGARD THE ADMINISTRATION

#### A PROGRESSIVE PRESIDENCY\*

By Herbert H. Fletcher, M.A.

Class of 1879

When the venerable and much loved Dr. Mark Hopkins resigned the presidency of Williams, the college needed as his successor a man whose intellectual, moral and Christian character and standards were such as would ensure the conservation and perpetuation of the educational, philosophical and Christian ideals of that great teacher; and at the same time one of sufficient practical business ability to restore the material and financial interests of the institution and place them upon a permanent basis. To find an educator of such two-fold ability was not an easy matter in those times, but the trustees solved their problem successfully in calling to the post Paul Ansel Chadbourne, M.D., D.D., S.T.D., then president of the University of Wisconsin, a presidency with which, Dr. Chadbourne subsequently told the Williams students in chapel assembled, he "was in every way satisfied," but which he relinquished at the call of his Alma Mater.

Dr. Chadbourne, in his early administration, suffered from three rather serious handicaps. The first of these was a physical weakness. By heredity he was not strong; a brother had died of consumption in early life and he, himself, soon after graduation from Williams, lost the entire use of one lung as a result of gangrene following pneumonia. His recovery was a surprise even to himself. His physical condition prevented him from becoming the first president of Amherst

---

\*For some facts stated in this article and for the verification of others, I wish to acknowledge indebtedness to:

Rev. William R. Campbell, D.D., '76, of Boston.

Rev. Sumner G. Wood '77, of West Medway, Mass.

Rev. Robert E. Jones, D.D., '79, of New York.

Agricultural College. Plans for his residence in Amherst had proceeded so far that a house had been secured and rooms measured for carpets, etc. His specialist forbade residence in the east and his acceptance of the presidency of Wisconsin University resulted largely from this fact. For years Dr. Chadbourne suffered from hemorrhages but his knowledge of anatomy and medicine (he was an honorary M.D. of the Berkshire Medical School and subsequently a teacher in Bowdoin College and Medical School) stood him in great stead.

At times he was an intense sufferer from other maladies. Doubtless his sufferings accounted, in part at least, for certain infirmities of temper which exasperated students who came in contact with them, and led him at times to inflict penalties which they regarded as out of proportion to the offenses. I once heard him say that often he had to whip himself up to tasks which he longed to avoid. However, he allowed no physical weakness or torture to stand in the way of his official duties. Many a time I have known him to turn from the chapel pulpit, after reading a hymn, and drop into the pulpit chair with an attitude of such inexpressible weariness as to arouse pity in students sufficiently mature to understand. Yet he would come back in a few moments and preach for half an hour with great vigor and impressiveness.

Secondly, the great financial and industrial panic of 1873 struck the country before Dr. Chadbourne had been in office many months. The resulting prostration of business made the securing of funds for college necessities a most difficult matter and for a number of years resulted in small classes, thus further diminishing college revenue.

Thirdly, Dr. Chadbourne spent his entire term of ten years in the shadow of his illustrious predecessor, who remained in the faculty as teacher of moral philosophy and who was still loved and revered by the students, many of whom were inclined to draw a contrast between the methods and temperaments of the two administrators.

In addition to his bodily infirmities Dr. Chadbourne had an exalted idea of the dignity of his position and was determined that the presidency should be respected by the stu-

dent body. Some students seemed to delight in opportunities to ruffle this sense of dignity but generally they did it to their own discomfiture. My observation leads me to believe that these two facts led to most of the incidents in college life which tended to make the president unpopular with a certain brand of student who viewed his college residence as a four years' license for sky-larking and general sportiveness.

In spite of every handicap, however, President Chadbourne accomplished to a considerable extent the tremendous task laid out for him. President Mark Hopkins was an idealist, a teacher of wonderful aptitude, and one of the great philosophers of his time. He made little pretense at ordinary business ability. Probably the details of it seemed petty to him and were irksome. During the later years of his administration many things took their course, the whole college equipment had deteriorated, and a somewhat general laxity gave both students and public a lessened respect for the college. President Chadbourne overhauled and repaired all the buildings, restored the grounds and kept them in good condition, strengthened the faculty and vindicated discipline, so that classes which entered during the later years of his administration felt that they had come to a bright, effective, and well-equipped institution demanding hard work and deserving loyalty and pride.

Dr. Chadbourne loved Williams devotedly and passionately. When Sanborn Tenney, professor of natural sciences, died suddenly in the summer of 1877, Dr. Chadbourne assumed the duties of that department and gave the salary towards the transept of the old chapel.

The difficulty encountered in securing funds was a cause of much concern to him. With his great versatility he had engaged in manufacturing in Williamstown. His business ventures failed through no fault of his own, but his obligation to secure funds for the college caused him more worry than any misadventure of his own. His many unsuccessful journeys with that end in view were a cause of depression of spirits. He was often heard to say: "Oh, if the men this college has sent out would only get together, this begging would not be necessary."

It is a pleasure to turn from these difficulties and burdens which President Chadbourne encountered and bore, to a consideration of his great ability as a teacher and the really genial side of his personality. He was a Christian teacher of the highest rank. He believed that the mission of a college is to teach men to *live*; that the chief motive of education is to create a character definitely moral and religious, to draw out the powers in each personality so that it can realize the things of God as well as the things of men; that the earning of a living, the fitness to engage in various occupations, is purely incidental. Hence his curriculum was framed to impart a rounded discipline, a mastery of the classics and natural science, and, above all, a knowledge of man himself, body, mind, and spirit, in that order, moral philosophy capping the entire educational structure. He would heartily endorse the dictum of a recent writer who said that "education should train us to think, to control our imaginations, to recognize temptations, and to understand the conflicts within our nature," in fact, to develop men into the stature of Wordsworth's Happy Warrior.

"Who in the heat of conflict keeps the law  
In calmness made and sees what he foresaw."

He supplemented the curriculum teaching by his chapel talks and Sunday sermons which were models of practical Christian wisdom, and were never forgotten by the serious minded students. The extent of their influence in character formation it is impossible to estimate. His interest in the spiritual welfare of the students was so keen and his sense of responsibility so great that it led one who knew him intimately to compare it to that of an "over-anxious mother," or the "anxiety of the Apostle Paul in the care of all the Churches." It was his custom every morning at family prayers to intercede for his student body at the throne of divine grace.

A member of the first class to enter college under Dr. Chadbourne's administration tells me that everyone recognized the services and munificent career of Dr. Hopkins but all realized that he could not carry the executive details



longer. "Personally," says this graduate, "I always felt that Dr. Chadbourne put the college forward many degrees during his tenure. The curriculum was modified and enlarged. New professors were secured. Most of the chairs were filled by men of marked ability. The natural sciences were especially cultivated. His chapel talks Sunday evenings linger in my mind to this day. They were full of practical counsel and kindly warnings as of a father to his large household."

A graduate of a later class, himself for a time a college president, writes: "President Chadbourne was a fine teacher. He stimulated clear thinking by his own clear cut definitions and his luminous exposition of scientific laws. He taught the scientific viewpoint. He was realistic where Dr. Hopkins was idealistic and the students profited by both. I am not convinced that Williams today (fifty years later) can put a clearer stamp upon its students than it did in his day. The faculty taught us to think and were personalities of a high type. Dr. Chadbourne prepared the way for Dr. Carter and without the former's work, the latter's would have been hampered. He made the transition from the old type of rural college to the new and modern institution, kept back the invasion of optionals into the curriculum, and turned out rounded men, not literary specialists. This was Dr. Hopkins' ideal which would have been unrealized but for Dr. Chadbourne's insistence upon the physical sciences. Williams was at a critical stage when Dr. Chadbourne took it. Under a weak man it would have fallen into contempt and its recovery might have been long delayed. With a great past, Dr. Chadbourne faced it towards a greater future."

Dr. Chadbourne's versatility led him to take a deep interest in politics. He was a trusted adviser of public officials in Massachusetts. The convention of the Republican party in Worcester in 1876 chose him as one of the four delegates at large to the national convention of the party in Cincinnati. The delegation was strongly for Benjamin H. Bristow, secretary of the treasury in President Grant's cabinet, who had achieved a great reputation as a reformer by his exposure of the "whisky ring." After the convention had nominated Rutherford B. Hayes, Dr. Chadbourne sent the following

characteristic telegram to a friend in Williamstown: "We have not got Bristow but we have got Bristowism."

In 1878, when Gen. Benjamin F. Butler threw his hat into the gubernatorial ring in Massachusetts, accompanied by a scorching indictment of the Republican state administration, Dr. Chadbourne asked me what I thought of the matter. I deemed it wise to make an inconclusive reply, whereupon Dr. Chadbourne responded quickly but firmly: "Butler's arraignment of the state administration is true to the letter but he is not the man to effect the needed reform." As the then governor, Alexander H. Rice, was a friend of Dr. Chadbourne, his comment was illuminating as showing the keenness of his political discernment and his fairness to an opponent.

It was quite well known that following the election of General Garfield to the presidency, Dr. Chadbourne would have looked with favor upon an appointment to the diplomatic service. The assassination of the president ended any such expectation and, at the earnest solicitation of many friends, he accepted the presidency of Amherst Agricultural College, at that time vacant, thus rounding out his college presidential career where he had hoped to begin it. One of the strongest arguments made for his appointment to that position had reference to his chapel addresses at Williams and his strong religious influence over students.

Dr. Chadbourne was a keen judge of character in young men. He knew whether a student's offense was due to youthful exuberance or a malicious disposition. The former he gladly forgave with fatherly admonition. With the latter, he was as severe as the occasion demanded.

As graduation day approached with my class, one of our number, a member of a family to which Williams owed much, was guilty of an offense which ordinarily would have forfeited his degree. Commissioned by my class to do so, I made an appeal to the president for leniency, stating that the class was unanimous in the belief that withholding the degree would be a sad blow to many friends of the college, while the granting of it would do no appreciable harm. Dr. Chadbourne listened to my plea with a very grave countenance and then

said benignly: "This is exactly what I hoped you would do. I will present your plea to the trustees." The young man received his degree.

In a retrospection of over fifty years, I am glad to state that I have never come into association with a man whose sterling qualities I more sincerely respect or to whose influence and inspiration I am more deeply indebted than to President Paul A. Chadbourne. For the opportunity of paying this tribute to his memory and his real greatness I am profoundly thankful.

### A RETROSPECT

By Edward Herrick Griffin, LL.D.

Class of 1862

Fieldston,  
Riverdale-on-Hudson, N. Y.  
March 22, 1928.

My dear Mr. Botsford:

I am glad to know that you are to have a chapter on the administration of Dr. Chadbourne. His services to the college have not, in my opinion, been sufficiently appreciated. He undertook the presidency at one of the most critical and discouraging times in the history of the college. The situation was much the same as that which led to the withdrawal of the president and many of the students who established Amherst College, on the assumption that the location of Williamstown at the extremity of the state was such that students could not be brought there. This was the view taken by many at this time. During the last years of Dr. Hopkins' administration, the number of students fell off to an alarming degree; young men could no longer feel sure of enjoying his instruction on account of his age. The class which entered in the last year of his administration was the smallest for many years. The total number of students in the institution was, if I rightly remember, not much over one hundred. I well recall a conversation with one of our most devoted and generous alumni who was most despondent about the future of Williams; he expressed the opinion that the best thing would

be for the college to resolve itself into a high class secondary school. One who took the presidency at this time ran an almost desperate chance. For my own part, I wondered that anyone was willing to take such a risk. This was in 1872.

The first thing which Dr. Chadbourne did after assuming the presidency was to make it clear that students could be brought to Williams. He devoted himself so earnestly to this task that his first class proved to be one of the largest for many years. It was the class of 1876, one of the finest we have ever had. This was followed by a succession of notable classes, such as 1877 and 1878. The fiction that Williams College could not command students was effectually exposed.

Dr. Chadbourne was an excellent administrative officer and brought about many marked improvements, but he was seriously hampered by lack of means. In his second year of office the business depression of 1873, which was so disastrous to the interests of the country, came on. This made it hopeless to attempt to raise funds for permanent endowment, as the president had planned, and it was this disappointment more than anything else which led to his resignation after nine years of arduous service.

Dr. Chadbourne was irascible—too liable to take and too liable to give offense. In the government of young men, he relied more upon authority than upon influence. His manner was sometimes harsh and provocative, and many students disliked him. He was an admirable teacher. I have often recalled a term of instruction on botany, given my class when undergraduates, which for clarity of statement and interesting and varied illustration was a model of what such teaching should be. His severity as a disciplinarian provoked retaliation on the part of mischievous young men who sought to annoy him by pranks—such as the blowing of a horn in West College at midnight, the lighting of a bonfire late at night near the Soldier's Monument, the rolling of barrels down the stairs of West College opposite the president's dwelling. Their object was attained, if, through such means, they could induce the president to come out, at an unseasonable hour, to quell this disturbance. But in illness or serious trouble many a young man came to know how helpful and kind and sym-



pathetic was the nature underlying that which seemed to be so antagonistic.

Dr. Chadbourne was a loyal friend, on whose steadfastness one could count. In his earlier life he had been a member of the state senate, and he was always interested in political affairs, being known as a reformer. He was also interested in business, and it was unfortunate that after assuming the presidency, he continued to be concerned in various business enterprises.

It should never be forgotten that Paul A. Chadbourne took the presidency of Williams when its fortunes and its prospects seemed at the lowest ebb, that he carried it safely through a period of financial stress such as has had few parallels in our history, and that he demonstrated that, despite the misgiving of many friends, a college can be successfully maintained even at the western extremity of Massachusetts.

Let us hope that the man who carried what was perhaps the heaviest burden borne by any of our presidents may be duly honored among us.

*Edward H. Griffin*

### A CHARACTERISTIC CHARACTERIZATION

By One Who Is Himself "A Character"

Probably the most unpopular president Williams College ever had was Paul Ansel Chadbourne. He was the only man I ever knew who could make a better speech *ex tempore* than he could with preparation. His sermons were generally poor but the speech he made when the news of the nomination of Garfield came clicking over the wires was a wonder. He was a good instructor and could make a student think. But he was arbitrary, dictatorial, unjust without any notion of fairness. Naturally he was not popular with the students. They used to sing to an old negro melody,

Rise and shine and give Chad the glory  
He carries the freshmen in his bosom  
He leads the sophomores by still waters  
He sends the juniors to the Devil  
He charges the seniors for their diplomas.



He had the faculty of working quickly and well. He was at least democratic. There was none of the "divinity that doth hedge a king" about him. If he did not send for you (and he sent for most of them) and you had the foolish idea you wanted to see him, all you had to do was to go to the White House, open the door, and knock at the first door to the left. He was generally in and at leisure. As was said of Jowett, "Knowledge was his forte and omniscience his foible." If he did not know it all, he thought he did. I remember once going to see him by request and, being ignorant at that time of the rules of criminal pleading, I set up as a defense to some deviltry that I did not mean to do it. Chad hurled at me the ponderous sentence, "Every man is presumed to intend the natural and probable consequence of his acts." And I supposed for several years he was the author of that sentence.

We had Chad in botany sophomore year. On one occasion he was informing the class that the woodbine was a climbing plant and not a twiner. At that time Jim Fisk had just passed the zenith of his glory and his pet phrase when alluding to the passing of financial or political rivals was that "He had gone where the woodbine twineth." I raised my hand and was asked what I wanted. I said "If your theory is correct, what becomes of the popular phrase 'Gone where the woodbine twineth.'?" He glared at me over his spectacles and said, "That phrase is only used by young men of the Jim Fisk type." After which the class laughed at my expense and Chad acted nearly human for a week.

Junior year "prexy" summoned my room-mate, Fatty Smith, and myself to the White House just before the Christmas vacation. We had a stormy interview which terminated in his shaking his fist under my innocent nose and telling me that neither of us would be allowed to return for the winter term. We went home and carefully watched the mail to see that no immoral literature reached our parents, and at the end of the vacation we started to return to college. We stopped off at Cleveland, where the Ohio alumni were to give a dinner to President Garfield after his election which we wished to attend. It was held at the Forest City House which was then the "crack" hotel. There was one thing we did not

know. We had never heard of ladies at a Williams dinner, but because it was a dinner to the president-elect of the United States, the ladies were invited. We paid three dollars for our dinner tickets, which was a devil of a price in those days and would have paid a week's board at "Ma" Love's where I hung out. We saw Garfield in the gentlemen's dressing room, and noticed he wore a dress suit, but we supposed that was because of his dignity. We went down to the reception parlor to wait for dinner. Right here let me remark that I was dressed in my ordinary modest style, wearing nothing to attract attention, but my room-mate was six feet two inches high, a dark brunette weighing about two hundred and twenty pounds. He was fond of large-checked suits with crimson neckties. On this occasion he wore a checked suit about an inch and a half across the checks and a necktie you could hear a block away before you saw him coming. At the door of the parlor was a black giant, who asked our names and class. Obtaining them, he threw open the doors and announced in a stentorian voice, "F. A. Smith of '81 and H. L. Peeke of '82." We then faced a long line of dress suits and low necks and short sleeves, with the significant fact that in all that array of two hundred and fifty guests, we were the only ones without a wedding garment. Next to this was the startling fact that Chad came bustling up with both hands outstretched, saying, "Why, how are you, my dear Mr. Smith? How are you, my dear Mr. Peeke?" Now when the last time you met a man, he shook his fist in your face and made sundry threats, and the same man meets you with outstretched hands three weeks later with every appearance of friendliness, it seems as though there is something inconsistent somewhere. He noted our surprise and began to chat in a very friendly manner. In those days most of the Williams students came from New England and we were the only two from Chicago attending the dinner, and I suspected that Chad wished to impress the alumni with his friendly relations to the undergraduates. At the other end of the long line of full dress, President Garfield was holding a reception and alumni were coming up with two or three women on each arm and being introduced to the president-to-be. So when Chad said

affably, "You boys are far from home. Is there not something I can do to make it pleasant for you?" I answered just as affably, "Yes, Doctor, I would like to be introduced to President Garfield." Afterward Fatty said mournfully that my intention was to raise the devil. Chad took one glance at my modest attire and I passed muster, but he took one look at the necktie Fatty was wearing and nearly dropped dead. But he took us down the line, introduced us, and we rode along, it being too late, as Fatty wisely observed, for us to withdraw, after we had shoved three dollars apiece into the pot, without at least playing for table stakes.

*Hewson L. Peeke,*  
Class of 1882

## CHAPTER VI

### WHY HE RESIGNED

#### A PACKAGE OF LETTERS

When there has been criticism, just or unjust, of an administration, and an unexpected resignation takes place, there is always left in thoughtful minds a question of the advisability of the act and of the reasons and motives involved. That Dr. Chadbourne's act was purely of his own initiative, and involved his own sensitive feelings and discouragement because of the lack of financial support for the college, is made clear by a series of letters from the chairman of the trustee committee appointed to act upon the resignation. These letters throw a clear light upon the act.

"I find the desire so strong to have you reconsider your proposed resignation that I ask your permission to write you a letter offering some reasons why it seems to me that you ought to consider it expedient to make your present position (with possible modifications of your labors) your life work and glory."

Yours faithfully,

September 3, 1880

*E. C. Benedict*

---

"I will write you soon, more at length, giving my reasons for saying, 'Stick.' You say you think it best you should 'step out.' If you had said 'step down and out,' you would take it back. Such a man as you should never step down. (Nehemiah 6:11)"

*E. C. Benedict*

September 7

Later Mr. Benedict speaks of the new science building given by Mr. Edward Clarke and argues that President Chadbourne may well make this the occasion and cause for changing his purpose to retire. He states that the erection of

the new building, the arrangement of its contents, and planning for its part in the work of the college, may well occupy the time of the president, and that the whole project should be linked with his name.

September 9

---

"You have been president of Williams College for eight years, coming into that position under peculiar circumstances. You have been every inch a president all that time and you have proposed and carried out many just and permanent reforms and improvements. The college has always stood well but never so well as now."

September 16

---

"All the members of my committee think as I do in this matter and believe that you ought not to leave your work when it is just beginning to prosper."

September 26

---

On October 9, Mr. Benedict writes again, urging a conference with the committee, stating frankly that Dr. Chadbourne is too big a man to become engrossed in business projects when he is wanted and needed to guide the college in its enlarging sphere of influence.

But the pleadings of the trustees were of no avail. Dr. Chadbourne's struggle to save and build up the college in the period of financial depression which was now passing, had undermined his physical powers more than he himself realized. He felt that he must earn an adequate income, and like an exhausted swimmer he grasped at a tempting opportunity, only to see it evade his grasp, like a life buoy carried by wave and tide away from the swimmer it was meant to save. Perhaps the greatest weakness in his character was his self-flagellation for the seeming failure of some of his enterprises. "Failure" was the ghost which haunted him when ample funds were not forthcoming. Had he been physically fit, undoubtedly he would have weathered the storm and



continued as president until he had realized his great desire for the college. He did not realize what a tremendous task he had already performed. He was too modest in estimating his own success. As it was, he made possible the administration of Franklin Carter, at whose inauguration the following "statement" was read by Dr. Prime of the trustees:

"The trustees of Williams College a year ago were informed by Dr. Chadbourne that he must resign the presidency at the next commencement. At their meeting held in New York, February 10th, 1881, that resignation was made final, when the trustees unanimously adopted the following resolutions—

*Resolved*, That the resignation of Hon. Paul A. Chadbourne, LL.D., as president of Williams College, be and the same is accepted, to take effect at the ensuing commencement.

The Board of Trustees of Williams College desire to express their sense of the great loss sustained by the college in the resignation of Hon. Paul A. Chadbourne, LL.D., from the presidency, and to record their appreciation of the great service rendered by Dr. Chadbourne to the institution during the period he has presided over it. The marked ability of Dr. Chadbourne both as an executive officer and a teacher, has tended greatly to the prosperity, as well as added to the reputation of the college, and has attracted to it large numbers of students. This, and his untiring efforts during his administration of the presidency, have resulted in its present high degree of prosperity. The board profoundly regrets that its efforts, as well as those of the alumni, to induce Dr. Chadbourne to withdraw his resignation and continue as the executive head of the college, have not been successful, but that Dr. Chadbourne has felt constrained to adhere to his original purpose.

"These resolutions, Mr. President, convey to you and to this assembly the sentiments of respect and gratitude which the trustees of the college entertain for you, and which they desire you to carry with you as you step out of their service into other fields of usefulness and distinction. For what you have done as a teacher, as an executive officer, in all the departments of college work, in enlarging its scope and power, inspiring courage and faith in others, drawing students and friends and funds to the college, infusing into it activity, energy, and life—we thank you again. Among the illustrious names that will live in the history of this institution, yours

will now take its place, and whatever may be the glory of the future, no brighter record of the prosperity of the college will be found on any page than that made brilliant by your administration."

#### PRESIDENT CHADBOURNE'S FAREWELL ADDRESS

Why do I resign? Seldom is any man's resignation of any office of importance enough to the public for any explanation to be called for. He is through with his work, and there are always others willing and able to take his place, so that what may be a great change for the person himself, is of little or no importance to those who consider the perpetuity of institutions rather than the men who may for a brief period be connected with them. It may be proper, however, to state that the reasons for resigning given by me to the present members of the committee of the trustees, they have pronounced perfectly satisfactory as justifying the step. The late Chancellor Benedict, who was chairman of this committee, never agreed that I had a right to resign; and the letters which he wrote on this subject are among my most valued possessions, as they will some day form an interesting chapter in the history of this college. That I have other reasons, not known to him or to other members of the committee, is true. They are of no public interest now. If they ever become so, for the good of the college or for a fair history of my administration, they can then be given.

There is great satisfaction in completing a work—in caring for a great trust, and then in committing it safe to other hands. I thus leave my work in this college today to be judged of in coming years by its results, and gladly commit the interests of the institution to this new administration, giving to it my best wishes for its abundant success. On it, henceforth, will rest the duty of correcting what has been wrong in the past and of adding those new elements of growth essential to the upbuilding and strengthening of the institution this day committed to its care. A great field of labor and opportunities for improvement are open before it, for there is much yet to be learned in regard to the organization, govern-

ment, and instruction in our colleges. That I may not be misunderstood in any remarks I may hereafter make in regard to colleges and college life, I wish at this time, in taking leave of the board of trustees, to thank them for their official kindness to me. It has been my policy to keep as near the trustees as possible and to bring to bear upon every question of importance the opinion of the board as a whole. And I am now able to say that I have never recommended to them a measure that I deemed essential to the welfare of the college that the board have not adopted.

Of the faculty, also, now left to carry on the work, I desire to say the kindest words—I wish not only to bear witness to their loyalty towards me, but to their just and kindly spirit toward each other, so that the meetings of the faculty for these last years have been occasions on which we shall all look back with pleasure, while we live. It is such a spirit in a faculty that can alone build up and beautify a literary institution.

Of the students it is also proper to say that there has been, from year to year, an advance in scholarship and in regard for the good name of the college. Students as a whole are never to be held responsible for the acts of the few, or for the exaggerated reports of their doings that are often spread abroad; nor are they so much to blame as others for the continuance of much that is disorderly in college life. And of the class just graduated, I am able to say that its standard of scholarship is higher than that of any other class during my administration; and so far as can be learned, as high, at least, as that of any class that ever graduated here.

The present is no time for a retiring president to discuss systems of education or methods of college government—on these subjects, your present interest is to learn the views of my successor. Each new administration ought to advance on the old; but if it would shun the errors of the past, it must understand them. It must act for itself and not on the advice of others who only know so much of college life as appear to the casual observer, who gains his knowledge of it from commencements and from the misleading reports that go abroad in times of college excitement. But changes take

place in college as in other departments of life, and calling upon a new college administration to guide itself in all things by an old one, however good, is putting new wine into old bottles. The world moves so fast that a successful administration must make its own precedents. In other words, it must be alive to the interests of the institution and the demands of the times, and it must meet these promptly.

My successor has a great work before him, one that will call for wisdom, courage, and patience on his part, and kind words and liberal acts on our part. The college will now move on for a time by its own momentum. But unless a constant force is wisely applied, a few years will find it moving like a ship water-logged and rolling in the troughs of the sea. The time has gone by when such a college as Williams can float on its way to success. There are now strong competitors close at hand. It must, therefore, be manned in the best manner and be subject to the most perfect control or it will be distanced in the race, and its occupation gone. For unless Williams College can give a personal training in intellectual and moral life, which the great colleges cannot possibly give, it fails in its mission and has nothing to commend it to popular support.

The incoming president will have the hearty support of the faculty now on the grounds, in doing for the college just what ought to be done. But they cannot be expected to do this hard, and for the time, thankless work, without the aid, the support, and sympathy of those who know what the burdens are. I would do for them all in my power by calling attention of the community to the great difficulty of their work. I would secure for them, if possible, the cooperation of parents and of teachers in our preparatory schools, that the work for young men who are to enter college may be rightly done from the beginning. I would do all in my power to secure the work, the order, the healthful growth of true manhood for which every college should labor; and I now invoke for the coming administration the hearty cooperation and support of all the alumni in holding what is good, in correcting what is false, and in standing firm for all that is honest and of good report. As you come up here from year to year,



let the faculty of this college and its president feel that you think of them and appreciate their work. Let mine be forgotten, if need be, but let not those who are bearing the burdens of the day feel that their work is unappreciated, or their burdens made heavier by the mistakes and thoughtlessness of friends.

Franklin Carter, you have been honored by the trustees by their electing you to the office of president of Williams College. I know well the cares, trials, and labors that will come upon you, and it might be expected, perhaps, that I should have a word of advice to give, but I have none. If you are the man for the place, you will know how *you* can meet every case better than any other man can tell you; and before one year has passed you will know more of the defects and needs of the college than all other persons combined, because you will have an experience which no other officer of the college can have. You will make the college your constant study, and information will come to you that you will often be compelled to act upon without imparting it to others. You will hear your actions condemned oftentimes when you cannot explain. All these things you must bear because they are inseparable from the office properly administered. I now give to you these keys as the sign of your authority—that authority that for nine years I have tried to wield for the good of this institution and for the welfare of all connected with it. And when the time comes for you to transmit your authority, may you be able to contemplate the past and the prospect of release with the same satisfaction which I enjoy today. And may the Heavenly Father who has so abundantly blessed this college in the days that are passed, give you that success which shall be for the upbuilding of this beloved college and for the glory of His name.



## CHAPTER VII

### HIS LAST YEARS

#### DR. CHADBOURNE AS AN EDITOR

*The Public Service of the State of New York*, in three volumes. Historical, descriptive, and biographical sketches by various authors, illustrated with views and portraits. Hon. Paul A. Chadbourne, LL.D., Ex-president of Williams College, Editor-in-chief; Walter Burrett Moore, A.M., Associate Editor. James R. Osgood and Company, Boston, Publishers.

On February 15, 1882, the *Albany Argus* announced:

#### A WORTHY MONUMENT TO THE STATE

The State of New York is first among the commonwealths of the Union, not only in population and resources, but also in historic interest, in the character and perfection of its administrative machinery and the principles underlying its government, and in the extent and variety of its public institutions. To show how this great state has grown to its present proportions from the humblest beginnings, to trace the development of departments and institutions, to give the commonwealth as a whole and in all its parts, to photograph imperial New York, as it exists today, so that in outline and detail alike it shall be adequately and accurately presented, is to erect a monument to the fathers and to their children than which none can be grander or more fitting.

Such a monument is the work entitled *The Public Service of the State of New York*, which has been in course of preparation during the last eighteen months, and will soon be published in three volumes, by James R. Osgood & Company, of Boston. Its foundations will be laid in the early struggles with arbitrary power of the first colonial settlers, who, by their valor and wisdom, wrested the right of self-government from the Crown, and securely guarded that which they had so bravely won. From the Revolution onward to the present day, it will commemorate with entire impartiality the deeds of parties and of leaders, as step by step the work proceeded, under the guidance of statesmen who were keen of sight and resolute of purpose. It will show how turnpikes, canals, railroads; how public schools, academies, colleges, asylums; how great state societies and the intense energies of an enterprising people, have scattered the blessings of industry, the gifts of intelligence, the benefactions of charity, broadcast over the land.

The first volume is historical, covering all departments of the state; the second deals with the legislative department; the third with the judiciary, education, and the part played by the state in the federal government. "Hon. Paul A. Chadbourne, LL.D., the eminent educator and author, is the editor-in-chief; a fact which guarantees scholarship, thoroughness, and high character as an historical work."

The size and scope of this monumental work undoubtedly paved the way for the tremendous undertaking which really turned the scales when Dr. Chadbourne was being urged to reconsider his resignation from the presidency of Williams.

On January 17, 1882, he writes to the trustees of Amherst Agricultural College, giving permission to use his name for the presidency of that institution:

"I am now receiving \$10,000 salary as editor of *The Wealth of the United States*, with permission to do extra work in occasional addresses, lectures, essays, etc. I do not wish to carry on this kind of editorial work long, but I can't afford to give it up now."

Yet he accepted the call to Amherst, knowing the sacrifice he must make.

#### ACCEPTANCE OF THE CALL TO AMHERST

The heart of the man and his sensitive conscience is revealed in the further correspondence with the trustees of the Agricultural College. He says:

"I am a citizen and exercise my right and express my convictions on politics and religion in all places and no official position must interfere with my full freedom on this subject.

"While I am receiving pay from an institution I never again wish to solicit funds for it, except so far as I can do it by commending the institution and showing it to be worthy of help. In other words, I do not wish to become an annual solicitor of funds from the legislature or from individuals.

"I can never become connected with an institution in which trustees or patrons think young men must be kept to be reformed; or are to be tolerated in rowdyism or lawlessness. No man should enter college until he is old enough to

know what he goes there for; he should not be kept a single day after he forgets his duty as a citizen of the commonwealth that is educating him or fails to profit by the advantages given him. I do not believe in tolerating or ignoring the follies and vices of young men on the plea that 'these things will cure themselves in time.' Sacred regard for property and the rights of others should be required of every student."

He requests that the amount of his salary be not fixed until the end of the year and then based on service rendered and comparable with salaries heretofore paid.

He wants an advance all along the line in the work of the institution and picked students who are pledged to become farmers.

#### HIS LETTER TO GOVERNOR LONG

Governor:

July 4, 1882

I trust you will allow me to throw aside the formality of official life and speak to you as one of my friends. I had not time to say to you what I came to say. Most of my friends are perfectly astonished that I should have anything to do with the Agricultural College. But strange to say the very reasons they give why I should have nothing to do with it are my reasons for taking hold of it! There is no money in it, certainly, and no honor except that which can always be secured by doing any work honestly and well. Agriculture must be the employment of the majority of men, the wealth of the world must come mainly from it. If I were ashamed to identify myself with such an interest—a rank of life from which I came and in which my ancestors have mainly been—I should be ashamed of myself as wanting in some important element of manhood. It seemed to me as the subject was presented, that there was a chance for me, without perhaps great detriment to my interests, to bring to bear upon this important interest the learning and influence that I may possess, thus bringing again into activity a kind of capital which I have slowly accumulated and which might otherwise remain as a talent unemployed. I did not feel at liberty to utterly refuse the plan as it was offered to me. I should have felt guilty to have done so. To make the matter plain, I sent such condi-

tions as I considered essential to success, but such as I thought the trustees might reject. My first claim was, as you will remember, as to my full rights as a citizen. I expect to act and speak in politics and religion as long as I live, and do not wish to have men or papers saying that I was an officer in a state institution paid by the state and therefore should keep still as a partisan. No money and no position are to be weighed for a moment against any right of a citizen and this I shall teach the young men—teach them to be honest and true and brave in politics as they are in all other work and I might add vigilant. I believe in agriculture and believe the college can do as great work as any institution in the state.

With great regard I am

Very truly yours,

*P. A. Chadbourne*

## CHAPTER VIII

### SNAP-SHOTS

One of the sacred prerogatives of students is the inherited right to caricature those in authority. Few college presidents, even the most beloved, have escaped the keen and caustic satire of the undergraduates. One may readily read the outstanding traits of character of the victim by simply reversing the clever characterizations. Dr. Chadbourne's intense hatred of tobacco, cards, and liquor, his zeal in enforcing law and order on the campus, his deep religious convictions, made him an easy target for caricature. The following broadside was found pasted upon the bulletin boards and distributed in the chapel seats on September 20, 1879, when the fall term had hardly opened. It was undoubtedly the product of fertile brains during the long summer vacation.

### WHEREAS

ON January last an old gentleman, by name *SAUL A. SHADBOURNE*, at that time an inmate of the WILLIAMSTOWN PHILANTHROPICAL LUNATIC ASYLUM, did at the date before mentioned, escape from his confinement in said ASYLUM; and whereas: we, his sorrowing friends, are deeply concerned over his disappearance,

THEREFORE, We do make and set forth this our public announcement:—The escaped fiend is about *3 feet, 3 inches and 60-100 tall*, but fancies he is of a very commanding aspect. At the time of his disappearance he had on a white vest, and one or two other articles of apparel, the white vest being the most prominent.

He wears a long white beard usually stained with tobacco juice and lager beer. He may be easily recognized by a large scar on his right hand, which he received from pounding the bible one Sunday afternoon.


Furthermore, he may be known by a general air of dilapidation which always accompanies him. He can probably be found hanging around a lager beer saloon trying to scoop in







some unsuspecting victim. His insanity is of the subdued sort, but bursts forth furiously at times.

 *N. B.—He plays a good hand at poker.*

AND NOW having set forth this description of his person we, his afflicted keepers, do with much mental travail, aver that we will deliver and convey and present a copy of the sermon entitled "*Strength and Stability of Nations*," to the one who shall return him to us alive or dead.

[Signed]

O. M. INFERNALD, }  
A. L. PERRYGORIC, } *Keepers.*

### "TERM OPENING POSTPONED"

Another shrewdly planned and skillfully executed trick was never explained to the satisfaction of the college authorities. The growth of the student body made necessary an enlargement of the chapel and the west transept was planned and under construction in the early 80's. Some clever fellow discovered that the work would not be completed by the opening of the college year, and with his cronies prepared and sent out a letter printed in the exact type used for all formal communications from the secretary of the faculty. Distant letters were sent first, nearby students were notified last. The communication was somewhat as follows: "Owing to chapel repairs, the term opening is postponed to the 20th of September." This was about two weeks later than the date advertised in the Catalogue. Upon receipt of this communication, apparently official, the older students scattered, one sailing for Bermuda, others going to distant points. There was no telephone and people used the telegraphic service sparingly. Only a few students answered the first roll calls and the college was kept busy sending out telegrams denying the postponement. Nevertheless, little scholastic work was done until the twentieth, when everyone settled down to the usual routine, chuckling at the discomfiture of the college authorities. Such an occurrence naturally worried a man of Dr. Chadbourne's temperament.

Many an undergraduate of that period cherishes in his scrapbook a postal card with the brief sentence: "Call at my office at your earliest convenience. P. A. C."

"Pack and clear" was the interpretation of the recipient when one of these missives was found in his morning mail.

### THE GARFIELD TRAGEDY

President James A. Garfield, a graduate of the class of 1856, was on the point of leaving Washington for Williamstown to attend his class anniversary and to become the honored guest of the college when he was struck down by an assassin's bullet. President Chadbourne was making plans to receive the distinguished guest and was in consultation with the Commencement Committee when Abe "Bunter," the oldest colored resident of the town, came to the side door and asked to see President Chadbourne. Dr. Chadbourne had always received Abe's advances with great interest and amiability. He and Abe were friends, so he left the conference, which was deep in preparations for welcoming the nation's president, to listen to Abe's story.

It was while he was in conference with Abe that a student rushed to the front door, requesting an immediate audience. The student had been loitering at the telegraph office and understood the Morse code. He had overheard the startling message coming over the wire, had realized its tremendous import, and rushed straight to the man who would best understand the significance of the tragedy. President Garfield and President Chadbourne were close friends. The college president had written to the nation's president all the details of his own resignation and who shall say what the expected conference might have brought forth or what its effect might have been upon Paul A. Chadbourne.

The attitude of the retiring college president throughout the trying period which followed, challenged the admiration of friends and critics. Paul Ansel Chadbourne never appeared to better advantage. He submerged his personal feelings in the broader affairs of the nation. His own words, written in a preface to *The Hope of the Righteous*, discourses which he

had delivered at the funerals of his friends, Professor Albert Hopkins, Rev. Nahum Gale, Dr. N. H. Griffin, may throw some light upon his mental attitude. The three men had each requested that their friend President Chadbourne should pronounce the eulogy at their funeral services. "Those who stand almost alone in their generation, as one friend after another has weakened in the way, know how sad this loneliness at times becomes and also what a precious treasure they possess in the memory of those whose friendship was a constant benediction."

A similar discourse commemorative of the late Professor Sanborn Tenney, delivered in the fall of 1877, was printed at the request of faculty and alumni and may be found bound up in the volume *In Memoriam*, published by G. P. Putnam's Sons.

#### A DEMOCRATIC PRESIDENT

"Don't ring, walk in, and knock at the study door;  
The man who wants to see me is the man I want to see."

This was the Chadbourne attitude toward faculty and students. If he believed in the paternalistic attitude and treated the undergraduate body as immature boys rather than as thoughtful students approaching manhood, it was the fault of the times which had not yet accepted and assimilated the changing idea in education. This was the "keep off the grass" period on the American campus. When rules were formulated, it was the duty of president and faculty to see that the rules were obeyed. Deans for discipline were still strangers on the campus. Who shall say whether discipline is better today?

---

In a village where street lighting was almost unknown, a lighted lamp was kept burning throughout the night in the front window of the president's home.

---

When it was proposed to remove the fences from Main Street residences and many home owners were hesitating, President Chadbourne took the initiative. The fence in front of the president's house was the first one to disappear.



## CHAPTER IX

### AN ESSAY AND POEMS

The following article by Dr. Chadbourne, printed in *The Congregationalist* after his death, shows in a most striking way how keen was his perception of educational problems. The paper, with a few minor changes, might well be printed as a present-day contribution although penned more than forty years ago. It will bear comparison with similar utterances by President Lowell of Harvard, President Butler of Columbia, or any of the leaders in educational thought. His condemnation of indiscriminate aid to the so-called scholarship men is the more remarkable coming from one who had experienced the severest financial need and had overcome almost insurmountable financial difficulties.

#### WASTE OF ENERGY AND MISDIRECTION IN EDUCATIONAL WORK

Mr. Edward Atkinson has set before us in a masterly manner the enormous waste of power and material involved in our industrial processes and modes of living. The ready answer to his statements is that education is to remedy all these evils, and therefore we must redouble our efforts in this direction. This suggestion has been made so many times and is so proper that it contents us at once and we rest satisfied that it is only a question of time when all the force of burning coal shall be effectively applied to machinery, and all the materials for living shall be used to the best advantage. But what of education itself, that wonderful instrument for working out the needed transformations in shops and homes? A rich man said, not long since: "I have sent my son to school for seventeen years; he has graduated with honor at one of our most noted universities, and now he does not know how to do anything." The father is a successful, scientific business man, who never went to college and did not believe in the system to which he subjected his son. It is needless to say he thinks less of it now; but from force of circum-

stances he submitted to it almost from necessity because others did, and because it was the system in vogue, and having some good things, certainly, to recommend it.

There are many indications that the public mind is aroused to the defects of our educational system, to those that are apparent in it as a whole, and to those that are of incidental growth. That it has much good in it, all confess. This good we do not wish to lose in our attempt to correct its evils. The proof that the public mind is aroused, is seen in the keen, searching articles and speeches that have appeared of late which have dared to go counter to many cherished, popular notions in regard to our public and higher education. The system of indiscriminate aid to college and theological students has been severely and justly arraigned by men who have had long experience in the higher educational work. The system inaugurated for a most worthy purpose has, in many instances, been pressed simply as a means of increasing the number of students in particular institutions and has thus become a means of floating weak and worthless men through college, and men without ability or proper convictions of duty into the ministry. It is so honorable for a young man to struggle against poverty and so many good men have done so successfully, that the meanest man going has a sort of respectability if it can be said of him, "He is poor but is trying to make his way through college." A rich boy has no fair chance in the race! When men really had to *work* their way through college, only poor men of worthiness and real ability could get through; but the way of indigent students is now made so easy, when founders of scholarships or their families often name whom they please for the places, that weak and even vicious men are often floated along through the influence of some special friends, or on the mere strength of their poverty and possible chance of doing some good in the world at some future time, as though the possibility of future work would atone either for present idleness, expensive habits, card-playing or general rowdyism. In some cases it would almost seem as though the men most aided by college wished to show, by their disregard of its requirements, that they felt under no obligation for their special benefits.

Another phase of our educational system has been denounced in other articles as the "crime of education," because it tends to unfit men for the work of life to which they must submit if they would lead honest lives. The old district school never did this, and, therefore, with all its defects it did a great work. The children went from work to the school, and from school to work. In the article already referred to, Mr. Atkinson has shown that nine persons out of every ten must earn their living by their daily toil, and that 50 cents a day is all that can be spent on the average, by every man, woman, and child in our rich and prosperous country. These facts should be kept steadily in mind in all our educational work. Are we educating our children *towards* an honest living or *away* from it? We want culture, indeed, but other things we must have, as its condition and the condition of healthful, honest life. We must have skillful, effective production to increase the best materials for living, economy to save, and practical knowledge to utilize them. We are to engraft upon all our educational systems, at the beginning, the idea that every man is to earn his own living, and be prepared for some form of productive labor. What has been called the "crime of education" is the tendency of our present system to educate men away from productive labor and set before them the idea of getting along in the world without manual labor at all. This is the tendency of our system without doubt. That we must have something besides manual labor all must see. But the number called to the highest pursuits of the professions and literature is so small, compared with the whole of mankind, that our thoughts should be directed to the proper training of the masses rather than to the care of those who by unusual mental power or organization can reach the places where mind alone must do the work. Our education would certainly fail in its highest and noblest purpose, if nothing but bread and butter came from it, for man is not to live by bread alone; but the question to be first settled is how the man can have the common comforts of life from honest labor. Food, raiment, and shelter are the conditions of high living, though they are not high living itself. While some have been urging high culture, they have apparently forgotten the

foundation of all living in this world, and have been urging our youth to build without any adequate foundation, simply because a foundation is not the best part of the completed structure.

The first good thing we can now do for our education is to revise our work and correct our aims; to make it a serious business for any student to begin a collegiate course of study requiring years of labor and great expense, instead of urging all to do this who can find funds at home or in the scholarships to float them along in a line of life for which they are not fitted and in which they cannot achieve the success which would readily come to them in some other honorable line of activity. And when we have corrected our aims so as to educate our youth to honest, productive labor as the starting point for every man in our land, then we need to revise our text-books and methods of instruction which almost insensibly tend to become more complex and cumbersome, and still carry along much useless material that has nothing but its age, or the fact that it has been used by some great man, to keep it from the pile of rejected rubbish of the past, where it rightfully belongs.

#### POEMS BY DR. CHADBOURNE

In his last years Dr. Chadbourne turned to poetry, writing for Mrs. Chadbourne's eye only. One or two of these poems appeared in print after his death; others have never before been printed.

##### "COME UNTO ME ALL YE THAT LABOR"

Ho, all ye weary ones of earth,  
Oppressed with sin and care,  
The Saviour will your strength renew,  
And all your burdens bear!

Fainting beneath my load of sin,  
I heard that heavenly voice.  
It gave me hope, and strength divine,  
And made my heart rejoice.

That precious call to all is made;  
That Saviour waiting stands;  
His yoke is easy to be borne,  
And gentle His commands.

If you will heed that gracious call,  
His promise will not fail;  
No burden shall oppress the soul,  
No doubt or fear assail.

PATMOS

On barren Patmos, lonely isle,  
The aged exile stands,  
Unmindful of his banishment,  
While waiting God's commands.

That sacred day once more returns  
Which saw his Lord arise,  
The Spirit breathes within his soul,  
And wonders greet his eyes.

That Saviour once despised of men  
Appears in regal form,  
The keys of hell and death He holds;  
His voice like ocean's storm!

Then thrones and hosts in grand array  
Before the prophet rise,  
The holy city like a bride,  
And scenes of Paradise.

Unseal to us that vision, Lord,  
Which Thou did'st bid him write,  
Bring us within those pearly gates  
Where God Himself gives light.

While there we drink from crystal stream,  
And feed on fruit divine,  
From sin and pain and sorrow free,  
The glory shall be Thine!



## THE BIBLE

Like the polar star, unchanging,  
Shines the Word with gracious light,  
While the world's delusive meteors  
Gleam and vanish from the sight.

Holy law on Sinai given,  
Words to kings and prophets sent,  
Gospel, bright with hope of heaven,  
In *one blessed volume* blent.

Mid the darkness of my journey,  
Be this Word my guiding light;  
As I near the last dark shadow  
May its radiance cheer my sight.

Gracious Father, in compassion  
Thou has sent this Light Divine,  
With it send Thy Holy Spirit,  
Change my heart and make me Thine.

## THE SABBATH

How sweet and holy is the day  
Which God Himself hath blessed  
And set apart as sacred time  
To give His people rest.

The day that saw His work complete—  
The earth, the sun, and skies.  
The day His boundless grace proclaims  
And saw the Son arise.

This holy day the saints shall bless  
And join in praise to Thee  
'Till all Thy people here below  
Thy heavenly rest shall see.

Our Heavenly Father in Thy love  
This day to me was given—  
A time to rest—to worship Thee  
And learn the way to heaven.

## THE HEAVENLY MANSIONS

(This was found in manuscript among his papers and should be read with direct reference to his sudden passing.)

Like a tale that is told,  
Our days pass away  
'Till our bodies dissolve  
And mingle with clay.

But Jesus has conquered  
Both death and the grave;  
Has ascended on high  
His people to save.

The mansions are ready  
He went to prepare.  
He welcomes His servants  
His glory to share.

Then welcome the summons  
That calls me above  
From His service below  
To rest in His love.

## CHAPTER X

### HIS PASSING

From the hundreds of editorials written on the occasion of Dr. Chadbourne's death, it is a difficult task to select the most characteristic, as each editor seized upon some salient point which, in his judgment, merited especial attention. In the case of such a many-sided man as Paul Ansel Chadbourne, no editor was at a loss for material. The rise of the farmer's boy of very limited means to the presidency of a leading New England college, his recognition as a leader in scientific, social, political, and religious thought, furnished the text "A man of remarkable versatility and great force of character who achieved success in many directions and was everywhere a power for good."

---

"Those who knew him will vividly recall that active personality, the alert, slender figure, the firm, intelligent face, with piercing frank eyes that gleamed through gold bowed glasses, and the flowing gray beard that added a dignity to the scholarly head."

---

"He was one of those practical scholars that the commonwealth will miss exceedingly. What he accomplished in letters and learning, great as it was, bore no comparison to the conservative and salutary influence he excited in public affairs. He could always be relied upon for active intervention on behalf of pure politics and was a force on the right side in directing the political thought of Massachusetts into channels conducive to the highest welfare of the community."

---

"He was one of the few men who could do many things and do them all thoroughly and well."

---

"The career of a man like Dr. Chadbourne, who lived in the world for the good he could do in it, who mixed freely with men, yet kept himself pure and unsullied from the evil that is too prevalent in social, business, and political life,

has its deeper and sobering side. In such a life there is more than success and something higher than present and personal advantage. He was honest, brave, and pure, loyal to early ideals, dead in earnest, always doing something by which he was gaining a hold on the future."

"He was very much of a theologian. His opinions were sharply defined and uncompromising. He stood stoutly for the old doctrines in their old forms. His whole religious life was one of great positiveness, fervor, and aggressive force. He knew whom he believed."

### HIS DYING WORDS

*The New York Observer* gives a remarkable account of the deathbed scene. It is almost too intimate and too sacred to be rehearsed for the general reader. We quote only a small portion:

"Suddenly all his strength of thought and utterance returned 'and those looking at him steadfastly beheld his face as it had been the face of an angel.' And he spoke like a prophet. He was unable to move his body but his arms were lifted as if in blessing or as if to grasp the glories revealed to him. His face was transfigured with a reflected glory, unspeakable. He spoke of the wonders of God's universe and of the plan of salvation. Visions of God's glory passed before him. His voice was like a silver trumpet, loud, clear, and wonderful. It would have filled a church. Texts were repeated to him and he responded. 'There shall be no more pain.' He answered, 'No pain, no sorrow; no crying, no disappointment, no tears; perfect rest but perfect activity.' He said goodbye to those around him and fell asleep, his countenance transfixed with wonder, love, and praise."

### PRESIDENT CHADBOURNE'S ACTIVE MIND

Dr. Chadbourne preached almost every Sabbath of the college year during the nine years of his presidency of Williams and gave also Sabbath evening talks to the students. At the same time he was having from day to day two and

three recitations and lectures in college and bearing the manifold cares of president. This incomplete list of his published works will show the industry and manifoldness of his mind.

*Books: Relations of Natural History to Intellect, Taste, Wealth, and Religion*, Barnes, 1860—these four lectures had been delivered before the Smithsonian Institute; *Natural Theology*, Putnam, 1867; *Instinct in Animals and Men*, Putnam, 1872; *Hope of the Righteous*, Putnam, 1877—these were the memorial sermons regarding Professors Hopkins and Griffin and Rev. Dr. Gale; *Strength of Men and Stability of Nations*—these are the five baccalaureate discourses 1873-77, inclusive; *The Public Service of the State of New York*, 3 vols., royal quarto; *Natural Religion*—twelve lectures delivered before the Lowell Institute, 1878.

*Educational Addresses and Articles*: "Religious Element in Education," 1857; Inaugural at Maine Medical School, 1860; Baccalaureate, Berkshire Medical College, 1861; "Relations of Natural History to Education," 1864; "Duty of the State to Higher Education," 1869; "Colleges and College Education," 1869; Inaugural, Williams College, 1872; Address, Albany Medical College, 1874; "Waste of Labor in the Work of Education," 1875; "Colleges Favorable to Social Equality," 1875; "Permanence and Power of the Works of God," baccalaureate, 1878; Sermon at dedication of Hosmer Hall, Hartford Theological Seminary; Sermon on "The Harvest of Life" in *Christian at Work*, 1882; Series of articles on "Education," in *The Congregationalist*, 1882-83.

*Agricultural Addresses and Articles*: "Agriculture as an Employment," 1866; "Adaptation of Plants," 1866; "Variation Among Plants," 1866-67; "Agricultural Education," 1866-67; "Brain and Hand," 1866; "Horticultural Address," 1868; "Obstacles to Progress in Scientific Agriculture," 1869-70; "New England Home Life," 1872; "Utilization of Labor," 1872; "Laurel Hill Address," 1873; "Mental Faculties of Domestic Animals," 1875; "Co-operative Farming," 1876; "Cry of the Laborer"; "Responsibility of the Capitalist"; Series of articles in Massachusetts Agricultural Reports, *Springfield Republican*, and other papers.



*Miscellaneous Addresses and Articles:* "Outline of Geological Survey," 1858; "Ancient Shell-beds of Maine," 1859; "Final Causes of Varieties," 1864; "Edward Everett," 1865; "Influence of History on Individual and National Action," 1868; "Texas Cattle Disease," 1869; "Birds of the North," 1879; "Dogmatism in Science," 1873; "Records of Creation," 1873; "Iceland," 1874; Address before Albany Institute, "Physical Science the Product and Promoter of Civilization," 1882; Address in Boston at the 50th Anniversary of the Birth of Garfield; "Darwinism and Revelation," 1882; "The Business Man as a Factor in the Coming Civilization"; Paper on "Design in Nature," *Princeton Review*, March, 1878; Series of articles on scientific expeditions, *Williams Quarterly*, 1854-59; "Natural Theology," for McClintock and Strong's Cyclopædia; "Instinct" and "Natural Theology," for Johnson's Cyclopædia.

Dr. Chadbourne's eminent scholarship was recognized in this country and in Europe. He was elected a member of the Massachusetts Historical Society, the Albany Institute, and the Royal Society of Antiquities at Copenhagen. He succeeded Professor Agassiz as member of the State Board of Agriculture. He was made Doctor of Medicine by the Berkshire Medical College, Doctor of Divinity by Amherst, and Doctor of Laws by Williams.

He was eminently a man of affairs, made the grounds beautiful, repaired the buildings, looked after new hotels, established one cotton mill and had half interest in another, held high rank as a mining engineer, was director in the North Adams Savings Bank and in the Berkshire Life Insurance Company. He did a multitude of things and did them all so well as to warrant his friend Cyrus W. Field, LL.D., in saying:

"He was a man of the most decided energy of character, combining a wonderful capacity for work and a greater thoroughness of knowledge in detail on every subject than any man I ever knew.

"He was a power for good in politics, a thoroughly public spirited and conscientious citizen who could always be de-

pended upon to aid any movement that seemed to him right.”

Dr. Chadbourne was a state senator in 1865 and 1866, delegate-at-large to the Republican National Convention of 1876, and presidential elector-at-large in 1880.

## POSTLUDE

The story told in the preceding pages is full of human interest. The editor has not attempted to re-write large portions of it to bring about greater unity; he has preferred to leave sentences and paragraphs which occasionally repeat the same statement, believing that certain characteristic qualities of President Chadbourne need the emphasis of repetition to offset a too common belief that he was driven out of the presidency. That he dissipated some of his limited strength and health in business ventures that did not prove successful is true, but that his administration of the college failed in any essential requirement is not true.

Paul Ansel Chadbourne understood the principles of education fully. He had schooled himself for great attainments and believed that every boy should have the same high purpose and accomplish a like result. He hated laziness, wastefulness, hypocrisy, as greatly as he hated tobacco, drinking, lack of self-restraint, and lawbreaking. These were the "seven deadly sins" in his estimation. No boy who accepted the training sanctioned and exemplified by President Chadbourne could go far wrong. Times have changed, our mental attitudes have changed, but the essential teachings of such a man are fundamental.

Paul Ansel Chadbourne was a thinker; he guided the college through a great crisis; he performed a great task and he did it well. Full credit and honor are due to his name.



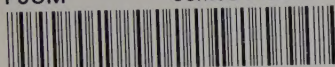








LD6073.B6  
Botsford, Eli Herbert,  
Fifty years at Will d Garfield  
PJUM ocm03119437



28209200065 3871

WITHDRAWN FROM  
JUNIATA COLLEGE LIBRARY

DATE DUE

B65

LD6073 .B6  
Botsford, Eli Herbert, 1860-  
Fifty years at Williams

LD6073 .B6  
Botsford, Eli Herbert, 1860-  
Fifty years at Williams

**JUNIATA COLLEGE LIBRARY**  
**HUNTINGDON, PA**

DEMCO

\* P2-BSB-919 \*